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ABSTRACT

This document consists of the two issues of "English Teachers' Journal (Israel)" issued during 1992. Articles include: "Information for English Teachers"; "Announcements for Bagrut Teachers and Examiners"; "News from Educational Television" (Lily Vered and Others); "News from E.T.A.I. (English Teachers' Association of Israel)" (Brenda Liptz and Others); "Word Processing in the Classroom" (Arlyne Gozali); "Teaching English in Heterogeneous Classes in the Intermediate (Junior High) School"; " What Do the Various Final Examination Levels Signify?" (Raphael Gefen); "Teaching Reading Skills and Strategies" (Tamar Feuerstein); "Of Creativity, Fun and Challenge" (Ellen Gordon); "How To Begin Your Lesson Feeling Good and End It Feeling Better" (Lenny Ravich); "Studying EFL, Teaching EFL, and Training Teachers of EFL: A Triangle, A Parallelogram, and/or A Circle?" (Dvora Kalekin-Fishman); "Vocabulary: Desk Versus Table" (Zelda Torna); "Evaluating School Textbooks According to Humanistic Criteria" (Michael Toben); "Abra Cadabra--A New Program for Initial Reading" (Gila Gevint and Others); "I'm Me--I'm Special" (Elana Rechtman); "An Uncommon Language--The Use of the Present Perfect in British and American English" (Hannah Horowitz); "Guessing Is Good--Using the Computer in Class" (Miriam Marcus); "Choose the Most Suitable Title" (Eleanor Avinor and Marsha Bensoussan); "Supplement on Teaching 'Translation Skills' and on Issues of Language Transfer" (Maria Julia Saintz and Others); "Classroom Research--The Teacher as a Researcher in the Foreign Language Classroom" (Judy Steiner); "A Welcome Plentitude: English Textbooks in Israeli Schools" (Raphael Gefen); "Teaching Weak Learners" (Shosh Safriri); "Working with New Teachers" (Paula Friedland); "The Oral Exam as a Means To Prepare Students for the Written Bagrut" (Ilana Plaut); "A Tri-Lingual Situation: Russian Immigrants at Israeli Universities" (Marsha Bensoussan and Others); "'Extensive Reading' in the Intermediate School: A Choice of 'Readers'" (Jennifer Elmaliach); "Teaching Through Meeting: A Dialogical Attitude" (Lenny Ravich); "Teaching Native Speakers: Problems and Suggested Guidelines" (Raquelle Azran); "The Co-Existence Daisy" (Salah Mahajna and Yael Harel); and "Not a Sacred Text, [or] Educational Journalism" (Susan Bellos). Synopses in Hebrew of the contents of the issue are included. (CK)

MINISTRY OF EDUCATION AND CULTURE
PEDAGOGICAL SECRETARIAT — ENGLISH INSPECTORATE

ED 384 253

ENGLISH TEACHERS' Journal

(I S R A E L)

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(INCORPORATING "ENGLISH TEACHING GUIDANCE")

MINISTRY OF EDUCATION AND CULTURE
PEDAGOGICAL SECRETARIAT — ENGLISH INSPECTORATE

ENGLISH TEACHERS' JOURNAL (Israel)

(INCORPORATING ENGLISH TEACHING GUIDANCE)

44

MAY 1992

Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

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INFORMATION FOR ENGLISH TEACHERS

■ **FELTOI Constitution** (communication from Dr. Esther Lucas)

1. The name of the organization will be FELTOI — Federation of English Language Teaching Organizations of Israel: Contact, ETAI, ISRATESOL, UTELI, English Inspectorate (Ministry of Education), English Advisory Committee (Ministry of Education).
2. The goal of the Federation will be to coordinate the activities of organizations concerned with the teaching of English in Israel, to serve as representative of the profession within Israel and internationally, to promote the interests of English teaching in Israel and to provide a forum for the discussion of professional issues affecting national policy and standards.
3. All members of the affiliated organizations will be members of the Federation. Each affiliate will maintain complete independence in its own affairs, in policy and in financial matters.
4. The affairs of the Federation will be directed by a council with the following members: one representative and alternate from each affiliate. The council may by a majority vote decide to add new organizations with representation.
5. The council will have the following officers: chair, elected by the council each year at its first meeting; and executive secretary, elected by the council to serve for three years. Officers will be chosen from the members of the council.
6. International representation: (a) ISRATESOL, being an affiliate of International TESOL, will represent FELTOI relations with that body. (b) ETAI, being a branch of IATEFL, will represent FELTOI in relations with that body.
7. The British Council and the USIS will be invited to send a representative to Council meetings with observer status. Founders of the Federation, Dov Spolsky, Raphael Gefen and Elite Olshtain, if not elected to the Council, will be honorary non-voting members.
8. The Council will meet at least twice a year.

(for further information, see "ENGLISH TEACHERS' JOURNAL (Israel)", 43, December 1991; please note the change of name from the original "IFELTO").

■ **ISRATESOL** (communication from Dr. Esther Lucas)

ISRATESOL was founded in 1979 as an affiliate of TESOL, an international professional organization for those concerned with the teaching of English as a second or foreign language and of standard English as a dialect. TESOL has independent affiliates

throughout the United States and in a growing number of countries outside the U.S. TESOL publishes "TESOL Quarterly" four times a year, "TESOL Matters" six times a year, and the "TESOL Journal" four times yearly. In addition, some sixteen newsletters are put out by the special interest sections. A TESOL convention takes place annually in the spring, usually in the United States.

ISRATESOL membership consists of researchers, university and teacher training college lecturers, doctoral and MA students, members of the English inspectorate, and interested classroom teachers. General meetings take place two or three times a year and a 40-page Newsletter is published annually reporting some of the research being undertaken in Israel. Delegates of ISRATESOL attend the TESOL Convention each year.

ISRATESOL has been involved in the TESOL Mediterranean/European Region and representatives have attended meetings in Europe.

ISRATESOL receives newsletters from TESOL affiliates in a number of different countries. These may be seen at the ISRATESOL office, Room 252, Sharett Building, Tel Aviv University, by applying to the secretary, Joan Abarbanel, Tel. 03-6408768, Sunday through Thursday.

Officers of ISRATESOL for 1992 are: Hon. President — Elite Olshtain, President — Esther Lucas, Secretary — Joan Abarbanel, Treasurer — Hezzy Brosh, Newsletter Editor — Hadara Perpignan, Liaison Officers — Helen Katznelson and Yael Harel, Members — Yael Bejarano, Susan Holzman, Valerie Jakar, Hellen Levitin, Thea Reves, and Miriam Schcolnik.

Membership fees for 1992 are 15 I.S. and new members are welcome.

■ **UTELI** (communication from Shimona Kushner, Technion)

UTELI — University Teachers of English Language in Israel is a professional organization for teachers of English as a foreign language at those institutions in Israel offering academic degrees. The main purpose of the organization is to further the professional standards of EFL at the universities. The organization also serves as a permanent liaison between these institutions and their EFL programs. Once every two years UTELI hosts a one-day roundtable conference in which members present ongoing research and findings or exchange ideas in a variety of fields. Once every two years UTELI hosts a two-day conference which invites leading people in the field of EFL from abroad to share their knowledge, in addition to the presentation of papers from local members.

For more information contact the UTELI president, Shimona Kushner, Department of General Studies, Technion — Israel Institute of Technology, Neve Shaanan, Haifa, 32000, Tel. 04-293640 or 04-221532

■ **Newspapers in Simplified English**

The GOOD TIMES Publishing Company issues the following monthly newspapers:

ABC Times — for Grades 5, weaker 6, good Grade 4.

Just for You — for Grades 6 and weaker 7.

Good Times — for Grades 7, 8, 9.

Bagrut Times — for Grades 11, 12. News stories, features, Bagrut-style passages and exercises, glossary.

Address: GOOD TIMES, P.O.B. 3576, Jerusalem 91035, Tel: 02-437153.

THE JERUSALEM POST publishes the following monthly newspapers:

Hey There! — for Grades 7–9, and less advanced pupils in upper grades.

Student Post — for Grades 10–12.

Yours — for weaker older learners (GEMER or less). Short news items and features, amply illustrated, glossary.

Address: THE JERUSALEM POST, P.O.B. 81, Jerusalem 91000, Tel: 02-551651, 02-551616, Ext. 293.

■ **New English Syllabus for Schools** (repeat notice)

Every teacher and student-teacher should possess a copy, since the syllabus is not just a catalogue of structures, items and aims, but a guideline to methodology and classroom practice. Chapter headings are the following:

PART ONE: *RATIONALE* — 1. Aims and Objectives; 2. Communicative Competence and Performance; 3. Communicative Methodology; 4. Differential Syllabus for Less-Able Learners; 5. Evaluation of Pupils; 6. Courseware.

PART TWO: *GRADED OBJECTIVES* — 7. Objectives for Primary School, Intermediate School (Division), Upper School (Division); 8. Grammar Programme; 9. Lexicon; 10. Script Handwriting; 11. Punctuation Rules to be Taught; 12. Some Recommended Situations and Topics; 13. Addendum: Teaching English to "Native Speakers".

The syllabus is available from the publishers "Maalot", Rahov Karlebach 29, Tel Aviv; Mada, Herzl 49, Haifa; Radik, Gershon 25, Beersheba; Lotos, Allenby 99; Tel Aviv; Tamir, Ben-Yehuda 2, Jerusalem; Eric Cohen Books, Rehov Hasadna 7, Raanana, P.O.B. 2325 (Tel. 052-453206, 455345).

■ **"CONTACT" — The Teacher Trainers' Association of Israel** (communication from Sheila Been, chairperson)

We look back on our term of office in wonder! Is it possible that two years have gone by so quickly and on the whole so pleasantly? This is particularly amazing

when we remember our misgivings on taking office; our predecessors, led by Dvora Kalekin-Fishman and ably helped by Gita Kornfeld and Thilde Fox, had done a sterling job, and the thought of following in their footsteps was a daunting one. At our first executive meeting, therefore, we decided simply to follow established policies as these, it seemed, met the needs of CONTACT members.

CONTACT has three spheres of activity:

★ It convenes two seminars per year: a two-day live-in seminar during Succoth, usually led by a guest speaker from abroad, and a one-day seminar with local presenters during Pesach.

★ It organizes sub-committees which work on areas of special interest and which then publish a report on their work in the *Year Book*. Dvora Kalekin-Fishman, who took a special interest in these sub-committees and who supervised the previous publication of the *Year Book*, undertook to continue her responsibility for this sphere of activity.

★ it publishes a biannual newsletter which keeps members up to date with CONTACT news and includes book reviews, letters to the editor and any unsolicited items that come to the CONTACT desk.

It is important to understand that the "CONTACT desk" is in Debby's office at the British Council. It is with the support (financial, administrative and moral) of the British Council that CONTACT is able to conduct such a busy programme. Indeed, CONTACT is run under the auspices of the British Council and is deeply appreciative of its favoured status.

Over the last two years, we have had the pleasure of meeting and hearing two guest speakers, Cynthia Beresford of Pilgrims' Language School and Deri Hughes of International House. We have also enjoyed talks from a number of local speakers. Some recounted and commented on their experiences in the USA as Fullbright scholars; a number of Russian immigrants described the status of English in (the late) Soviet Union; several inspectors and counsellors reported on the numerous courses being conducted by the Ministry of Education and Culture for the purpose of helping new immigrant children and equipping Russian teachers for teaching in the Israeli school system. Finally, at the last seminar to be convened by this committee (April 1992) Raphael Gefen will be our main speaker, on the theme "Is a negotiated curriculum viable?", as well as Yitzchak Einav and Ofra Inbar, who will conduct a workshop entitled "The Non-Frontal Teaching Phobia." At this seminar we will also be hosting a party for Raphael Gefen to mark his retirement as Chief Inspector (but certainly *not* as an active member of the profession!).

As this executive committee reaches the end of its tenure I as chairperson, would like to offer my thanks to the committee members. The functioning of this committee has been an excellent example of what Dwight Allen once called "The Garland Principle" — the principle of teamwork in which each member brings a different contribution;

in terms which are familiar to us, we might call this kind of team a heterogeneous one! Dwight Allen claimed that this was the most efficient organizational structure of all. I believe that in the case of our executive committee it was not only efficient but also pleasant and heart-warming. I would like to offer my personal thanks to Ruth Baratz, Ofra Inbar, Babette Kaplan, Judy Kemp and Lily Vered for their support, cooperation and conscientiousness. On their behalf I would like to welcome the incoming committee and wish them a happy and satisfying term of office. May they take CONTACT from strength to strength.

■ **Software for English Language Teaching, February 1992 Update**

(communication from Tzilla Kratter, National Teacher-Counsellor CALL)

The following programs have been approved by the Holon Technological Education Centre since the last report (ETJ 41, December 1990).

For a complete catalogue please apply to the National Courseware Evaluation Department at the Centre for Technological Education in Holon, 52 Golomb Street, Holon, Tel. 03-5028904.

A. Approved Software

Class	Publisher	Name of Program
Directory for IBM		
7–12	Beth Rutenberg	Let's Learn English (Gram. and R-C)
7–12	Jimmy Backer	The Village (Simulation)
7–12	Jimmy Backer	Write Right (punctuation) generator
7–12	Logal	What's the Story? (R-C) generator
8–9	Linguatec	Words in Context, Level I (Vocab)
8–10	Linguatec	Words in Context, Level II (Vocab)
11–12	Linguatec	Words in Context, Level IIII (Vocab)
6–12	Linguatec	Wordbag ("Cloze" generator)
6–12	מט״ח	Missing Links (R-C & Spell) generator
4–7	מט״ח	Match Me (Vocabulary) generator
7–9	מט״ח	Spell' N Smile (Voc. & Spell) generator
5–6	Meda	עודד המעודד (Vocabulary & R-C)
7–9	Miriam Marcus	Q & A (R-C & Vocabulary)
4	Sanimar	A, B, C (Letter recognition)
7–8	שחם	Better Writer (Writing with a WP)
7–12	Telem	Fun at the Fair (Grammar)
8–10	Telem	Prep In (Grammar)

Class	Publisher	Name of Program
Directory for Apple		
		Turn On To Reading II (R-C strategies and Vocabulary)
10–11	Ramot	Letters to the Editor
8–10	Ramot	Lie Detectors
8–9	Ramot	Unscramble Me (Mysterious Places)
7–9	Ramot	Puppets
8–9	Telem	UFO's (Grammar)
9–10	Telem	UFO's Sighted (Grammar)
9–10	Telem	Noam and Leor in the Judean Desert (Grammar)
Directory for Commodore		
8–10	Telem	The Great Temple of the Aztecs in Mexico (Grammar)
Directory for Amiga		
6–7	Computras	Travelling Adventures in English (Grammar)

Approved Electronic Dictionaries

מילונית	רומטק אלקטרוניקה בע"מ
Texton	קרביץ טכנולוגיה
תרגומן	טופ טכנולוגיות
Newton	

B. In the final stages of being approved:

Directory for IBM		
		Turn On To Reading I (R-C strategies and Vocabulary)
		Module A:
7–9	Ramot	How to use a dictionary
7–9	Ramot	Snorkeling
7–9	Ramot	The Legend of the Two Volcanoes
		Module B:
8–9	Ramot	Protective Coloring
		Module D:
8–10	Ramot	Astrology
7	Topsoft	אנגלית שפה יפה (Grammar and Vocabulary)

C. Programs from abroad:

Allow me to recommend:

1. "Eclipse". A shareware program (shareware means free for copying and inspection but once you use it, you should send a payment — £25 for an individual user in this specific case — by mail to the programmer).

"Eclipse" is a sophisticated deletion program which enables you to manipulate any text you've typed in. You can choose whether to display or to hide such features as determiners & nouns, capitalized words, content words, first/last letters etc. It is suitable for heterogeneous classes.

2. LMC — Longman Mini-Concordancer. With only one diskette you can work with approximately 50,000 words of text in one operation. This means that you can present your students with *authentic* evidence (grammatical or literary, depending on the text you use) from which they can work out the answer for themselves.

Addresses of the above software publishers from abroad:

Eclipse — John & Muriel Higgins, 14 Alma Road, Bristol BS8 2BY, England

LMC — Longman Mini-Concordancer, written by Brian Chandler, Longman English Teaching Services, Longman House, Burnt Mill, Harlow, Essex CM20 2JE, England

D. Computer Counselling Available for English Teachers

Jerusalem

a. מרכזיה מרגנית, רח' אוסישקין 38, ירושלים Tel: 02-248657 — Dorit Wagner

b. Teachers working in the city of Jerusalem (מנח"י) can contact Marion Ben-Amir at the above phone in the evening, Tel. 02-861028 (home).

Tel-Aviv

a. מרפ"ד, טשרניחובסקי 22, תל-אביב, Tel. 03-5281762

b. Nili More, afternoon and evening, Tel. 03-268948 (home).

Central District

a. Center for Computers in Education, 15, Arlozorov St., Rehovot. Debby Toperoff, by appointment, Tel. 08-452415

b. מרכזיה מרגנית, בית יד לבנים, כפר סבא. Debby Toperoff, by appointment, in the evening, Tel. 03-9226083 (home).

Haifa and the Northern District

a. מרכז מחשבים בחינוך, מרכז חינוך מחוזי חיפה, רח' טשרניחובסקי 73, חיפה, Tel. 04-331194, 333197 — Rivka Bar-Hama (home Tel. 04-712080), Shoshana Leshem

b. מק"ם, סמטת הרמן 7, חיפה, Tel. 04-511459, 04-510280 — Nava Gil'ad, between 8 a.m. and 2 p.m.

c. Nava Gilad, after 9 p.m., Tel. 06-388553 (home)

d. המרכז להנחיית מורים לפיתוח לומדה, שיבת ציון 25, קרית אתא, Tel. 04-452269 — Arlene Gozali, Shelley Papps, Nili Bossel, Sunday and Thursday, 8 a.m.–2 p.m.

Northern District

Sheldon Rappaport, Tel. 06-920045/55 (Tsfat College, first and second Tuesdays in the month), Tel. 06-577544 (Nazareth College, third and fourth Tuesdays)

Appointments to the English Inspectorate

The Appointments Committee of the Ministry of Education will have come to its decisions by the time this issue of the JOURNAL reaches its readers, but unfortunately too late to be included in its pages. The new appointments will be to the following positions:

1. Chief Inspector (replacing Raphael Gefen)
2. Inspector for Arab schools (replacing Alexander Nahas)
3. Inspector for Tel Aviv (Dr. Thea Reves)
4. Inspector for Haifa District (replacing Ilana Neumark)

■ **English Native Speakers (דוברי אנגלית)**

The National Teacher-Counsellor for these pupils is Rahel Azran, The Pedagogical Secretariat, Ministry of Education, Jerusalem 91911. Teachers should contact her at this address regarding visits to the school, suggestions about a differential syllabus, teacher meetings etc.

■ **Dyslexia in Learning English as a Foreign Language in Israel**

The "Nitzan" Association will be running a course for English teachers during the next school year (168 hours, one full day per week), in Tel Aviv. Participation is limited to 25 teachers, all of whom must be fully qualified and have at least 5 years experience (if possible, being familiar with issues in Special Education), from Primary and Secondary schools.

Further details from: Nitzan Association (אגודת ניצן), Rehov Yitzhak Sadeh 28, Tel Aviv; Tel: 03-5372266.

■ **New Publication: *A Communicative Methodology — Suggestions for the Teacher in the Primary School and the Intermediate School Division***

This anthology of articles (due to be published before this issue of the JOURNAL is out) has been compiled by **Carol Goldfus** and edited by Raphael Gefen and Carol Goldfus. It is divided into three parts:

General. Articles: How to Survive as an English Teacher, Discipline, Setting the Stage, Teacher Presence, Teaching Heterogeneous Classes, Work in Groups, Using Computers with your Class, Using English by Television in the Classroom, Help!

How to Teach Weak Learners, A Suggestion for Teaching the Story to Very Weak Learners, Homework as an Element in Learning, When Choosing a Textbook for your Class, Grammar Learning as Part of Foreign Language Acquisition, Teaching Grammar, Increasing Vocabulary Teaching in Schools, a Bibliography for Teachers.
Primary School. Articles: Overview — the Primary School, General Guidelines for Primary School Classroom Procedures, Teaching Beginners in the Primary School, For the New Teacher in Primary School, In Listening — We Speak the Other's Words, Oral Fluency Activities with Younger Learners, Teaching Reading to Beginners, Some Essentials in Teaching Initial Reading, Teaching Script Handwriting to Beginners, Beginning Handwriting in English with Children who already Write in a Different Script, The Place of the Notebook in Teaching English, Suggestions for Achievements in the 6th Grade, Bridging the Gap between Primary and Intermediate School.
The Intermediate School. Articles: The Intermediate School, Grammar for the 8th Grade — A Suggested Plan, Grammar for the 9th Grade — A Suggested Plan, How to Train our Pupils in the Oral Skills, From Learning to Read to Reading to Learn, A Reading Lesson in Grade 9, Extensive Reading for the 7th to 9th Grade, Listening Comprehension, Teaching and Learning Writing in the Intermediate School, Expected Achievements in the Intermediate School.

Some of the above articles have been published in the ENGLISH TEACHERS' JOURNAL. Two more books in the series will be published by the end of 1992: Classroom Testing and The Exceptional Pupil.

■ **Distributors of Ministry of Education Publications** (*including the English Teachers' Journal*)

1.	באר־שבע	– "רונדיק" – נרשון 25, טל' 057-32000, 3057-78110
2.		– "ספרי" – יאיר 63, טל' 057-79975
3.		– "ספרי שולמית" – המשחררים 133, טל' 057-5794579
4.	בני־ברק	– "סטימצקי" – הקישון 11, טל' 03-73323
5.	בית־שמש	– "מסדה" – השבמה 6, טל' 02-917147
6.	בת־ים	– "ליליאן" – ירושלים 11, טל' 03-585181
7.	חולון	– ספרי "רשלי" – שנקר 51, טל' 03-841914
8.	חיפה	– "אטלס" – דבורה 2, טל' 04-667238
9.		– "בטלחיים את תמיר בע"מ" – טרדאו 34, טל' 04-641666, 04-667045
10.		– "ספרי" – החלוץ 16, טל' 04-662465
11.	טבריה	– "ספרי" – ככר רמקו, טל' 06-723072
12.	ירושלים	– "אטלס" – שושן 4, טל' 02-247746
13.		– "החמקור" – מארן 7, רמת אשכול, טל' 02-819744
14.		– "יריד הספרים" – בן חלל 9, טל' 02-250404
15.		– "מזוזית אחרת" – קמפוס סמינר למורים בית חכרם, טל' 02-533111, שלוחה 27

16.		"לנדאו ספרים" – שושן 1, טל' 02-234672
		מרכז תצוגה, רכישה במקום
17.		בית הלל סלונצקי" – הלל 4, טל' 02-244848
18.		"תמיר" – רח' בית הכרם 29, טל' 02-531926
19.		"תמיר" – רח' בן-יהודה 2, טל' 02-249556
20.	כפר סבא	"אשר" – ויצמן 106, טל' 052-971316
21.		"אלדין" – ויצמן 89, טל' 052-442851
22.	נתניה	"ספרי" – הרצל 34, טל' 053-23991
23.	פרדס חנה	"דידו סנטר" – כיכר הנשיא, טל' 06-373317
24.		"ספרי דודי" – דרך הבנים 6, טל' 06-378487
25.	פתח־תקוה	"סנדרס" – סוכן נייד, אפשרות להזמנות ישירות לבתי הספר, רח' כץ 68, טל' 03-9222876
26.	צפת	"יערינבוים" – ירושלים 59, טל' 069-30249
27.	קריית־גת	ספרי "שולמית" – מרכז מסחרי 59, טל' 051-681210
28.	ראשון לציון	"ספרי פז" – רוטשילד 119, טל' 03-9658391
29.		"ספרי רבקה" – כיכר המייסדים, טל' 03-999686
30.	רחובות	"סטבאום-עברי" – סלח 30, טל' 08-469333
31.	רמלה	"קאביזוס" – שדרות הרצל 73, טל' 08-229271
32.	רמת אביב	"ספרי" – אחימאיר 27, רמת אביב ג', טל' 03-410968
33.	רמת־גן	"סוזנה" – רח' ביאליק 18, טל' 03-723731
34.		"שריק כתף" – חפדנא 7, אזור התעשיה, ת.ד. 2325, טל' 052-461645
35.		"ספרי" – בורוכוב 6, טל' 052-255551
36.	תל־אביב	"שטלף" – ז'לטוב 69, טל' 03-378991, 03-377890
		מרכז תצוגה, רכישה במקום
37.		"ספרי" – נחלת בנימין 30, טל' 03-654517
38.		"ישיווק אמיר" – אלקלעי 7, טל' 03-446095
39.		"ספרי" – בית קלקא, דרך פתח תקוה 116, טל' 03-5617399
40.		"ספרי" – נחלת בנימין 30, טל' 03-654517
41.		"רוביזנוף" – נחלת בנימין 31, טל' 03-611626
42.		"שנוך" – צהל 71, נחלת, טל' 03-470052
43.		"דורון ספריס" – אבן גבירול 147, טל' 03-444323
44.		**ניתן לבצע הזמנות בכתב במרכזים הגדולים בחלקי הארץ**

ANNOUNCEMENTS FOR BAGRUT TEACHERS AND EXAMINERS

Bagrut Results, Summer 1991

The following details will be of interest to teachers:

- Reading Comprehension Passage: 5 Points, average mark 76.39%; 4 Points, average mark 57% (Note: 4 and 5 Points — same reading text, questions mainly different).
- Cloze Passage: 5 Points, average mark 68.69%; 4 Points, average mark 45%. (Note: 4 and 5 Points — same passage, fewer items for 4 Points).
- Rewrite Exercise 5 Points only: average mark 58.9%
- Composition 5 Points only (examinees chose one of the following):

- Some people complain that Israelis do not know English well enough. Give your opinion. Why should Israelis have to know English well? Suggest some ways of improving people's English.
  (Chosen by 12,000 examinees; average mark 67.56%)
- Write a letter to the Editor of a foreign magazine dealing with international youth tourism, in which you describe the tourist attractions of your part of Israel.
  (Chosen by 2,000 examinees; average mark 64.45%)
- Write sets of instructions for TWO of the following, using 100–150 words for *each*:
  i) How to play chess
  ii) How to play basketball
  iii) How to organize a music group
  iv) How to organize a trip abroad
  (Chosen by 2,500 examinees; average mark 66.55%)
- Write a testimonal for your friend, in which you recommend him or her for a new job he or she has applied for.
  Begin as follows: TO WHOM IT MAY CONCERN
  (Chosen by 1,800 examinees; average mark 65.84%)

(Note: Was the first topic really the one that seemed most attractive or was it chosen because it was the first listed?)

- Reading Comprehension, mother-tongue answers: 4 Points, average mark 88.7%; 3 Points, average mark 78% (same text and questions)
- Reading Comprehension, translation of selected items: 4 Points, average mark 77%; 3 Points, average mark 58% (same items)
- Multiple-choice cloze, 4 Points: average mark 63%
- Dialogue Completion, 4 Points, average mark 51%(!)

- Multiple-choice cloze, 3 Points: average mark 72%
- Discrete Point Multiple-Choice Exercise, 3 Points, average mark 52%(!)
- Dialogue Completion, 3 Points, average mark 37%(!!!)

The above item analysis indicates clearly the weaknesses of examinees and the need for teachers to stress certain language domains and skills.

- **Bagrut Results, Summer 1991: General Results**

Level	Number of Examinees	Mark (Written Exam)	Mark (Oral)	Mark (Exam)	% passed	School Mark	Final Mark	% passed
Gemer	2,461	-	-	65.5	74	69.5	67.7	81
3-4 Points (supplementary)	189	-	-	47.2	40	-	-	-
3 Points	8,923	62.6	73.2	63.5	76	63.5	63.7	80
4 Points	16,829	62.6	77.1	64.9	81	69.2	66.5	86
5 Points	17,577	72.7	87.8	75.5	96	79.4	77.4	98
Translation	-	-	-	-	-	-	90.2	100

- **Language Errors by Examinees in the 4 Points and 3 Points Bagrut and in the Gemer Examinations**

Generally speaking, spelling mistakes are ignored in marking these papers. However, when an answer requires merely copying out words from the reading passage, spelling errors will have points deducted as for other language errors. Grammatical (morphological) errors, such as omitting the suffix 's' in the third person singular of the Present Simple or the noun plural, or omitting the past tense suffix, will all entail the deduction of points, even if the contents are correct. No points will be deducted for errors in Hebrew or Arabic.

- **Bagrut examinations for Dyslexic and Dysgraphic pupils**

Dyslexic and dysgraphic pupils, recognized as such by the Ministry of Education (תורת חריגים) are allowed to use an electronic dictionary during the examination, instead of a "book" dictionary. The electronic dictionaries permitted are:

5 Points: *Language Master 2000*

4 Points, 3 Points, Gemer: *Milonit, Targomon, Texton.*

- **Bagrut Examinations in English for new immigrant pupils**

The following special arrangements have been made for new immigrant pupils (source: *Bagrut Examinations for New Immigrants* (אוגדן), published by the Immigrant Absorption

Authority of the Ministry of Education and the Secondary School Division of the Pedagogical Administration, Ministry of Education).

1. A "new immigrant" is a pupil who came to Israel not more than four years before the examination (Ethiopian pupils — six years). Israelis who have lived abroad for four years also enjoy immigrant rights.
2. These pupils are entitled to be examined in their mother tongue, which will be regarded as a "foreign language" for the purpose of these examinations.
3. Pupils who are examined in their mother tongue as if were a foreign language must also learn English at a THREE POINTS level at least and be examined at that level, either by means of the Ministry's question paper or an internal school examination, after being approved by the English Inspectorate.
4. Pupils who have fulfilled the requirements of paragraphs 2 and 3 above are entitled to a Bagrut certificate. Most universities will accept this certificate as part of their entry requirements.
5. FIVE POINTS ENGLISH EXAMINATION: the regular examination; no special arrangements.

FOUR POINTS; THREE POINTS; GEMER EXAMINATIONS: answers in the mother tongue wherever the question paper requires answers in Hebrew; use of any bilingual dictionary instead of the authorized English-Hebrew dictionary.

Schools should send in the examination papers of new immigrant pupils at the GEMER, THREE POINTS and FOUR POINTS levels separately from the other pupils (מגה נפרדת) and write clearly on the outside covers "answered in Russian, Persian, Amharic, Spanish" etc.

NEWS FROM EDUCATIONAL TELEVISION
English for Bagrut 4 Points — in Class

by *Lily Vered* and *Tamar Feuerstein*

English for Bagrut has been on the air for some time. The format of this program differs from earlier ones in the sense that it was not developed for classroom use only, but addresses the individual student directly (see ETJ, 43). In addition, the program is innovative in that it focuses on test-taking skills rather than on study skills alone. Such a format does not provide previewing activities or post-viewing exercises, and each telecast is a self-contained unit. This in itself does not preclude the program from classroom use; it simply requires of the teacher a different method of implementation.

Before offering suggestions for classroom implementation, some of the assumptions underlying the program need to be stated. As specified in the syllabus, 1988, reading comprehension is the most important objective in teaching English in Israel. Therefore, it should not come as a surprise to anyone that the written examination primarily tests that skill. This is self-evident with the two reading texts, yet the language section requires no less efficient reading. For in order to select the correct item out of the four possible choices (grammar cloze), or to fill in the missing word (cloze) or the missing sentence (dialogue), one needs first to comprehend the passage, understand the situation, main ideas, details and anaphoric references.

Reading is a process in which the reader interacts with a text in a certain context. In the process of reading, readers must utilize their knowledge of the world and the knowledge of the language in order to reconstruct meaning from the printed text. At the same time, the context of the situation, in which the reading takes place, dictates to readers which strategies of those available to them to use. To become an efficient reader one needs to read. To read, one needs to be motivated and have a purpose for the reading. While reading, the "personalization" of the text, i.e. marking, highlighting and noting, may aid comprehension.

To motivate students to watch and utilize the program, Bagrut examination texts were used. The reading strategies presented in the program are those that are essential for the examination situation. The use of the computer screen to demonstrate the text and its

manipulation provide examples of "personalizing" the text. (The Reading Program, i.e. the Literature component, although tested orally, provides an opportunity to practice additional reading strategies, which are not dealt with directly in the telecasts).

Before viewing the telecast in class, one must become familiar with the telecast and the points covered in it. The next step is to decide whether the viewing is the students' first or subsequent encounter with the text. Whatever the decision, the text must be available to the student while viewing. A first reading at home is recommended for slower readers to facilitate following the telecast.

The teacher should be prepared to stop at important points and to replay portions when students need clarifications or explanations. Students should be allowed to ask for clarifications at any time, and the viewing should stop to accommodate them. In many cases, a replay will provide the required elucidations.

It is recommended that only those skills presented in the telecast be practiced. One may focus on a specific skill mentioned in the telecast which is most relevant to one's students. For example, in one of the cloze passages relative clauses are referred to. If students have not yet mastered the structure, suitable activities and explanations may be provided.

Techniques and strategies presented are cumulative in nature. One cannot expect instant learning. Some students will have mastered the techniques sooner than others. It should be kept in mind that several viewings are possible and that for most students one viewing is insufficient. If possible, provide students with opportunities to RE-VIEW individually or in small groups, at home or in school. If the information is too loaded for the specific population, one may stop in the middle of a telecast and continue at a later session.

The same skills must be re-applied with additional texts that the teacher has selected for this purpose. For example, when taught to preread by focusing on the first and last sentence of each paragraph, students should be presented with other texts, apply the technique to them and discuss the implications in class. (e.g. How much of the content is already known? What do you expect the text to be about? What additional information may be provided in the full text? etc.)

Explanations in the telecasts are brief. They are not meant to replace the teacher! Whenever students encounter a problem, practice in class is recommended. For example, Telecast 4 mentions morphology (collect — collection). If needed, an activity ought to be provided. Dictionary skills need expansion, practice and frequent re-entry. Once students have been exposed to these skills, they should be applied to each subsequent text.

Application of techniques to as many texts as possible is desirable. Students should be given the opportunity to identify the most appropriate technique. For example, prereading techniques will vary from text to text and the students should be able to decide whether reading the first sentence of each paragraph is sufficient, or whether they need to read the first and last sentence, or read the whole of the first and the last paragraph.

Awareness that not all questions can be answered right away is important. Since

efficient use of time is extremely important in a test situation, students should be encouraged to skip a 'problematic' question and come back to it if time allows. Explain that text-attack strategies vary from one text to another. Students must realize that if one approach does not work, they should try another.

Pair and group work techniques are useful during the various practice sessions, as they provide opportunities for exchange of ideas, mutual help and learning from peers. Differences of opinion which may arise during this type of practice will require a reexamination of the text and contribute towards more reading.

Most important, students should be constantly encouraged. They should be encouraged to try new techniques even if not immediately successful. They should be encouraged to make maximal use of whatever knowledge they possess, and they should be encouraged to ask questions if the explanations are too brief or insufficient. Finally, students should be encouraged to discover what works for them, since reading is a very individual process.

This is an opportunity to express the team's gratitude to all the inspectors, teachers, parents and students who took the time to write or telephone to express their support and approval. It is always gratifying to learn that one's efforts are appreciated.

LOVE AT FIRST SIGHT.....

by *Tsaffi Ben-Shachar,*
Educational Television

It has been little over a year since CANDY CAN DO IT was introduced into the school system. There can be no doubt that "she" has imprinted her unique personality onto the initial year of English studies and endeared "herself" to the pupils as well.

From the outset it was apparent that the pupils were attracted to Candy. Their identification with the series and its characters has proved a vital element in maintaining the enthusiasm and motivation necessary for beneficial learning to take place.

Candy's appeal stems from the fact that the series provides a story-line which builds up the characters by giving them greater depth as the series progresses. The lively telecasts offer contextualized language enhanced by catchy songs and chants which make the pupils' task so much easier. They convey an atmosphere of fun, friendship and co-operation not only on screen but off screen as well. The accompanying materials provide a plentiful variety of activities allowing the teachers to select those most suitable for their own pupils' language development. These materials are designed to develop oral-aural skills, which are of primary importance for the younger beginner. The books offer pairwork and groupwork activities based on the concept of the information gap, which enables the pupils to use the language for their immediate purposes. The materials lend themselves to a constant recycling of the basic language needed in daily communication.

There is a real feeling of satisfaction when visiting classes and observing pupils excitedly sharing information, instructing each other on how to achieve a particular result, carrying out a survey and allocating the different roles for a show — and all in English of course!

Despite our initial concern that pupils might have been over-exposed to CANDY on the "open air" broadcasts, this has not proved to be so. On the contrary, additional viewing seems to add to the language acquired.

CANDY has been received by teachers with mixed feelings, ranging from tremendous enthusiasm to certain reservations and questions concerning the role of reading in the overall programme of studies. Teachers have asked:

1. Is reading taught in CANDY?
2. At what point is the reading process begun?
3. Will the pupils be reading by the end of the programme?
4. Will the pupils be able to go beyond the mechanics of reading?

The reading process in CANDY has been fully developed; however, there has been a shift in emphasis which has postponed the beginning of reading for a period of time, allowing the pupils to acclimatize themselves to the sounds, rhythm and intonation of the language. The method of teaching reading is one that is eclectic, taking into account both global and phonic approaches, and thereby catering for the beginning reader, i.e. a neo-phonic approach. The materials offer an opportunity to interact with a variety of text-types and thus develop confidence and ability in using different strategies in order to read MEANINGFULLY.

Some teachers have expressed a certain diffidence at the thought of teaching by means of pairwork. On the one hand, they appreciate the benefits for their pupils from such activities, i.e. total pupil involvement in the activity and an opportunity to learn language by using it, as well as training pupils to be independent and responsible for their own learning. On the other hand, they are extremely concerned about the noise level, the use of inaccurate language and other related problems, including class management problems.

Our answer to these teachers is not to deny that these concerns exist, but rather to make them realize that they *can* facilitate learning by more pupils over a period of time and not just a few at any one specific moment.

An additional problem, and a very real one, was that the TEACHER'S GUIDE was not published at the same time as the materials. Although guidelines were available, these were not always sufficient for teachers who were unfamiliar with the materials.

However, the TEACHER'S GUIDE, now available, is a far more thorough one based on the experience and initial feedback from teachers in the field.

Most changes require a period of adjustment during which we teachers need to acquaint ourselves with and internalize the objectives of the materials and the methods of teach them. Hundreds of teachers have attended in-service training sessions all over the country, and many more have expressed a keen interest in participating in further workshops during the summer and the coming school year.

E.T.A.I.
ENGLISH TEACHERS'
ASSOCIATION OF ISRAEL
P.O.B. 7663, Jerusalem
אגודת המורים לאנגלית בישראל

by *Brenda Liptz,* National Chairperson

E.T.A.I. is the envy of many teachers of other subjects — many colleagues in other subjects have mentioned that they wished they had the conferences, branch activities and professional initiative that we do. I agree — I think we can justifiably pat ourselves on our collective back!

A bit of background — E.T.A.I. was formed over a decade ago (encouraged by Raphael Gefen, Chief Inspector for English of the Ministry of Education and Culture), as a grassroots teachers' organization. Today we offer a wide range of activities and some written materials, all of professional interest. We invite prominent speakers from abroad to keep us in touch with current trends in TEFL. We can also be extremely proud of our own members, well-known and articulate teachers and teacher-trainers, who share their expertise by giving presentations at E.T.A.I. functions, to say nothing of the growing ranks of local textbook writers, many of whom "teethed" on our workshop audiences.

Since our aim is "by teachers, for teachers", meeting the needs of our members, ETAI's activities change and evolve to reflect these needs. We have expanded from one annual conference in Jerusalem to several in different areas — Tel Aviv, Haifa, Nazareth and Be'er Sheva. We tap local talent, enabling teachers to glean from colleagues facing similar problems. We share ideas on how to prepare pupils for Bagrut requirements, how to get the most out of a new textbook, how to deal with current reforms in the system; heterogeneous classes; new immigrant pupils; discipline...

On the one hand, our approach is practical, and often teachers come away with ideas that lighten their task. On the other, we also aim at improving the quality of our work by broadening our horizons through having general "theoretical" presentations.

One of the changing realities is the number of new immigrant teachers, particularly non-native speakers, who are joining the profession. Because of different cultural norms and classroom practices, these teachers are also asking other questions and need different help. This is a field which ETAI can contribute to, formally by organizing proficiency courses and including appropriate workshops at conferences, and informally by members adopting, "buddying", new teachers.

Student teachers, too, have specific needs, and we are reaching out to this population

as well. *Naava Horowitz* and other national committee members are making contact, via Teachers' Colleges and Teacher-Training Departments at universities.

Some branches are more active, others go through a "dormant" phase until a few dedicated enthusiasts shake the branch into life again. There are people willing to organize, plan, encourage and prod until a branch activity or conference gets off the ground. There are those members who regularly attend every ETAI function, quite literally rain or shine (witness our Hanukkah conference at Bar-Ilan university in December 1991, convened by *Tsaffi Ben Shachar* and *Naava Horowitz*, with the help of *Judy Segal*).

There are other teachers more choosy or hesitant — they went to a "hishtalmut" (in-service meeting) last week, it's too cold, no babysitter, think they aren't interested in the topic...

And yet another group, perhaps, feel shy, even inadequate — they don't know anyone, feel uncomfortable speaking English with native speakers, or don't enjoy hearing a lecture in English.

I remember my first years as a "green" teacher, when my inadequacy, bewilderment and discipline problems sent me hungrily hunting down every English-teaching activity I could find. I know how they helped me, and I can only share with those of you who are grappling, the hope that you will pick yourselves up and reach out for what ETAI has to offer.

As a professional organization, we hope to provide stimulating courses for more experienced teachers as well. Last year's advanced teacher-training course, held at Oranim College, was a great success, hopefully to be repeated. We have also had requests for a very high level language proficiency course, at "master" level, which we would like to hold this summer. Other fascinating areas can be explored, my pet interests at the moment being learning styles, and extensive reading encouragement, enlisting school librarians perhaps. Look out for presentations and courses in these subjects!

The success of professional organizations depends on two factors: one — the human factor, the other — money. The human factor is actually our own enthusiasm — to participate, to take out membership, and to support us with your presence, requests, and suggestions.

Money — a touchy subject, and as our treasurer *Stephen Shulman* will tell you, a very necessary item. As a non-profit-making organization, we cover our costs — administration/office expenses, branch meetings, conferences — from our membership dues. Now and then we are fortunate enough to receive a donation, brought in by our fund-raiser *Shai Aran*. We have heard that some people find our dues are a little high. We feel that membership in ETAI offers both quantity and quality: a two-day annual summer conference, regional conferences, branch meetings, three updating ETAI Newsletters so ably put out by *Susan Holzman* and *Ruth Baratz*, and two issues of the "ENGLISH TEACHERS' JOURNAL" published by the Ministry of Education. More activities may yet be available for the asking. Regular renewal of dues helps us keep the machinery running and our mailing list up to date, so...

We are grateful to *Malcolm Johnson* and the British Council for their ongoing support of conferences, courses and scholarships, and we welcome *Ben Ziff* and *Desiree Gravler* of the American Cultural Center, and look forward to much fruitful contact with them too.

The National Executive Committee has altered its composition somewhat, and we welcome *Sue Kerman* and *Debby Toperoff*, whose creative energies we shall surely use. We heartily thank those out-going committee members who have given so generously of their time — *Adeerah Myers, Irma Goodman, Ditza Verter, Evy Ezra, Judy Dobkins* and *Dvora Ben-Meir*. Having stepped down, these good souls can have a well-deserved rest. Our thanks also go to *Salah Mahajna* and *Yusef Shaheen* for their various initiatives and liaison with the teachers in their sectors. *Ephraim Weintroub*, who thought he was lightening his load when he handed over to me, is someone I personally rely on heavily, and thank him for all he has done and will still do. *Dvora Ben-Meir's* and *Evy Ezra's* work is likewise not yet over, as they are already working on ETAI's THIRD INTERNATIONAL CONFERENCE, planned for July 1993. And while mentioning conferences, there are the Haifa spring conference 1992, convened by *Lily Balleli* and *Ella Mazor*, and the Nazareth study-day (with the active co-operation of English Inspector *Alexander Nahas*) to be held (April 1992) at the English Resource Centre sponsored by the British Council and ETAI. Finally, our summer conference will as always take place in Jerusalem in July 1992.

Our many branch leaders and activists, whom I wish to thank collectively, help bring ETAI where it should be, out in the field, with a finger on the pulse of the real issues of our teaching world. If they don't come to you, *you* look for them. For further details, contact our office director and magician, *Judy Ernstoff*.

Finally, a very special word of thanks to our "godfather", *Raphael Gefen*, Chief English Inspector. Without his vision, encouragement and advice, ETAI would not be what it is today — would not be at all, perhaps. We wish him all the best in his retirement, with time to fulfill more relaxing pursuits and visit his grandchildren. We have benefited tremendously from our good relationship with the Ministry of Education and wish the incoming Chief Inspector every success and continued fruitful co-operation with us.

ENGLISH TEACHER!

If you are not already a member of E.T.A.I., then you ought to be! Fill in the coupon and send it to ETAI, POB 7883, Jerusalem.

Dear ETAI,

Please send me details of ETAI membership.

Name _____

Address _____

Telephone _____

School, College, University, etc. _____

E.T.A.I.
ENGLISH TEACHERS' ASSOCIATION OF ISRAEL
P.O.B. 7663, Jerusalem
אגודת המורים לאנגלית בישראל

WINTER CONFERENCE, 1991

Tuesday, December 3, 1991, Bar-Ilan University

PROGRAMME
(reprinted here as an indication to new members of the varied activities of the Association)

Devorah Kalekin-Fishman	"Teacher Burn-Out" (Plenary Session)
Lillian Englander	"Enriching English" — the use of additional materials in the classroom
Elana Rechtman	"Readiness for English" — the importance of pre-reading activities, listening, communicative English and creative activities for beginners
Judy Yaron	Using "Window to the World" — a textbook for the heterogeneous 6th Grade classroom
Debbie Toperoff & Renee Wahl	"Hands on Computer Practice — an opportunity to try out some approved programmes at leisure. Counsellors available for advice and guidance.
Rachel Ash	"The Heterogeneous Class" — tips, organization, practical solutions for problems
Margaret Porat	"Using Games in the EFL Classroom" — illustration and adaptation of different types
Ella Mazor	"Introducing Vocabulary" — how to get started; adaptable to all levels
Dvora Ben-Meir	"Signal CQ" — the impact of television on language learning
Marianne Newman	"Discipline — Mission Possible" using the lesson plan for classroom management

Elisha Barkon	"An Interactive Approach to Reading"
Shai Aran	"Reading Strategies"
Janette Segal	"Top-Stream English: Successful Techniques" — workshop aimed at formulating a syllabus for native English Speakers
Daphne Mills	"Teaching Rewrites"
Gillian Berson	"Discipline in the Classroom" — meant for new immigrant teachers
Lily Vered	"English for Bagrut 4 Points" — video demonstration
Judy Steiner	"Teaching Heterogeneous Classes" — learning how to adapt the textbook; making textbook tasks more flexible
David Young	"To Be or Not Two Bees" — the history and problem of spelling
Kari Smith	"Bridging the Gap Between Teaching and Testing"
Dave Willis (guest speaker)	"Vocabulary"
Elfie Arditi	"Use of Telecommunication in the Classroom"
Pnina Black	"Educational Achievement and Teaching Aids"
Francine Treat	"Story-Telling"
Sandy Aron	"You Wouldn't Believe What You Can Do With A Song!"
Lily Beleli	"Bridging the Gap Between Elementary and Junior High"
Marcelle Dray and Evan Fallenberg	"Using Songs in the Classroom" — based on the book "Tune In To English" for Grade 7
Irit Kupferberg	"Teaching Writing in the Heterogeneous Classroom" — reality, objectives, realization
Rachel Saperstein	"Teens in Town" — an ABC textbook for teenagers, false starters and new immigrants
Edna Collins	"Three In One" — dialogue journals; listening comprehension for almost non-readers; The English Room

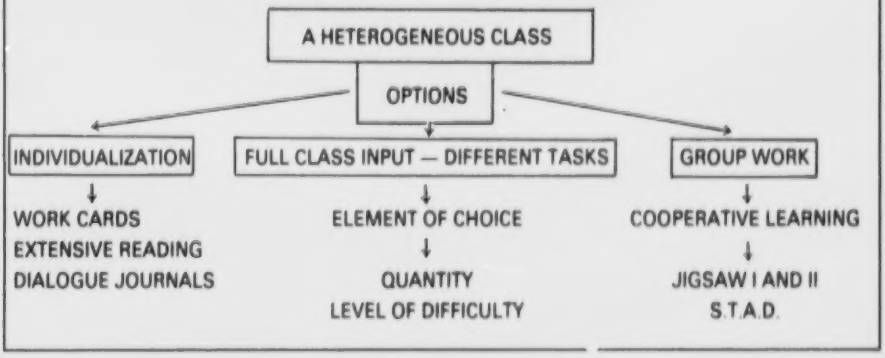
Brenda Liptz	"A New Perspective on Old Ideas" — learning styles and the weak learner
Ronald Green	"Teaching Grade 10" — using the new textbook "Viewpoint"
Penny Starr & Jeff Gordon	"IMPRO" — "To Be Or Not to Be" — drama in the classroom
Michael Toben	"Gerunds, Infinitives and All That" — analysis and presentation of verbal structures in terms that high school teachers can use in the classroom
Sheila Been	"There's More to Reading Than Meets the Eye" — how do we judge readability?
Susan Bellos	"Dangerous Ground of Educational Journalism"
Miriam Kishon	"Immigration and Absorption" — suggestions for teachers
David Young	"Experimental Verb Tense Table"
Penny Ur	"The English Lesson" — not just a series of teaching procedures, but a universal human event
Yitzhak Einav	"Teaching Literature in the EFL Classroom — Women's Writing — interest, relevance and topicality; these are criteria of the first order in choosing a text for a class. The subject of women's studies certainly answers these criteria. TEFL courseware delights in the subject. Bold claims are made that such studies should form an integral part of the school and teacher-training syllabuses. This workshop introduces the subject through a breeze of TEFL-friendly poems.
Tamar Feuerstein & Miriam Schcolnik	"From Reading to Writing with Junior Files 3"
Elaine Segal & Naomi Carmi	"Various Activities and Techniques for Grade 4"
Avril Rose	"From 'Letters and Words' to 'Learning to Read'" — a pedagogic rationale of a teaching method for the first and second years of English
Hedva Vital	"Longman's New Materials for Beginners" — courseware and extensive Reading

Sue Kerman	"Newspapers in the Heterogeneous Classroom"
Renee Wahl & Zippa Schondorf	"A Feedback Session From Teachers Using "Better Reading"
Ilan Yacobi	"Teaching Literature and Poetry"
Irit Kupferberg & Raphael Gefen	"Translation Skills" — an exchange of ideas and feedback from teachers teaching this new school subject
Ora Karee	"Role-Playing Techniques" — use of story-telling and guided fantasy
Chaya Talmi	"Classroom Manågement"
Marilyn Rosen	"Classroom Management for New Immigrant Teachers"

ETAI CONFERENCE WORKSHOP: Teaching Heterogeneous Classes — Adaptation of Textbook Activities, presented by *Judy Steiner,* English Inspectorate and Oranim Teachers' College

Teaching heterogeneous classes may well be one of the biggest challenges facing an English teacher. In the workshop which I presented, a framework of options for teaching a heterogeneous class was discussed (see Figure One). The option of Full Class Input — Different Tasks was dealt with in detail.

FIGURE ONE: OPTIONS FOR TEACHING A HETEROGENEOUS CLASS
A FRAMEWORK FOR LESSON PLANNING



FULL CLASS INPUT — DIFFERENT TASKS

The teacher starts the lesson with the same input for the entire class. This may be teaching a grammar point or a pre-reading activity, for example. After the initial input of the teacher, there are two options for assigning tasks. One option is QUANTITY. The same task can be assigned to the whole class, but pupils do not have to do the same amount of questions or exercises. The pupils are given a choice. They can, for example, be asked to answer only some of the questions, as suggested by the teacher, while other students try and answer all the questions. Another technique is to have the pupils list at least four reasons why... whatever the topic may be. This way the weaker pupil can list four, while the stronger pupils can list more than four, with answers that are more sophisticated linguistically.

When planning activities for the option of quantity, the teacher should aim at giving

exercises where the emphasis is on fluency and that are open-ended. An open-ended activity allows the pupils to work at their own pace and allows for a variety of responses. Examples of open-ended activities are brainstorming, prediction, completing sentences, etc. Closed exercises, such as multiple choice questions, have only one correct answer and, therefore, a pupil who does not know the material cannot answer; a pupil who knows much more has no opportunity to express his or her knowledge.

It is crucial that both the teacher and the pupils understand that pupils will progress at different rates, and that not all the pupils are doing the same task at the same time. The emphasis is on effort and that the pupils are working at the level that will take them one step forward; if a task is too difficult, then no learning can take place.

The second option, after presenting the same input, is the LEVEL OF DIFFICULTY of the task. The teacher can adapt the task to two or three different levels, thereby enabling the pupil to choose the level that he can function at. The idea is that the teacher learns to adapt already existing activities in the textbook, without having to make up additional exercises. In the workshop, sample textbook activities were handed out to the participants and the ideas discussed above were applied to adapting these activities for a heterogeneous class.

For example, one activity found frequently in textbooks is one that provides the pupils with a list of words that were presented in the unit studied. The pupils have to choose the correct words for the sentences that follow, changing the tense and form if necessary. For the weaker pupils, the vocabulary words may be very difficult and it may also be difficult for them to understand the sentences. Therefore, different options could be given so that everyone would be working on the same material, but at different levels.

One option could be just to look up the meaning of the words, and, in turn, these pupils can help the pupils who are trying to do the exercise as it is, but perhaps do not know the meaning of all the words. Another option is to have the pupils choose 4-5 words they know. For each word, they can be asked to make a word rose; to list all the words that relate to the given word. For example, if one of the words on the list is 'thief', pupils could list any words they can think of that relate to this word ie. bank, motorcycle, police, etc. Although the pupils working on an exercise like this may not know all the words given in the original activity, they will be actively using their knowledge of English and developing their vocabulary. If they had not been given any options, then they most likely would have done nothing at all!

I hope that after participating in this workshop, the teachers have become more aware that in any of their classrooms there will be pupils who are at different stages of learning. The teacher needs to accept that all the pupils will not be doing the same work all of the time; that pupils need to work at the level they are at, even if this appears to be lower than the 'expected' standard. The key words regarding the teacher's expectations of the pupils should be effort and progress, and not that the same amount of material needs to be 'covered' by everyone. In this way, each pupil in the class, no matter what the individual level may be, can advance one step forwards improving his or her knowledge of English, thereby instilling in the pupils a feeling of accomplishment and self-worth.

ETAI CONFERENCE WORKSHOP: Learning to Read English as a Foreign Language in Israel, presented by *Avril Rose*

Learning to read is part of our normal psycho-motor ('reading is a psycho-motor skill' Dr. Oren Lamm, Haifa) development, preparation of which begins at birth with our exposure to language leading to the development of speech. This, in conjunction with

(1) the exposure to the written word
(2) an environment which encourages the appreciation of a sound-symbol concept and
(3) the development of phonological awareness

lead naturally to reading. Even in those who, by their innate ability, are destined to become proficient readers, there are many variables which influence success in the learning to read process. Thus the question of how we teach reading has been repeatedly researched and surveyed.

W. Murray (of the Ladybird series fame, author of 'Teaching Reading' and co-author of 'Keywords to Literacy') reports on a survey done in 1956 by UNESCO and the International Bureau of Education on methods of teaching reading. The survey was done in 46 countries and I quote.. 'the sentence method is most generally recommended even where the language of the country is phonetic. Too much emphasis on the phonic method, especially if used too early in the reading programme, can slow down progress and harm the attitude towards reading.'

Other studies seem to draw similar conclusions. Schonell ('Psychology of Reading' 1960) states... 'it is reassuring to record the great advances that have been made in recent years in the teaching of reading through increased use of whole word/sentence methods, employing attractive and meaningful reading... the psychologically sound whole word/sentence method is one of the outstanding educational achievements of the century.' Schonell goes on to state that the phonic method ' interferes with the idea of grasping words, phrases and sentences as meaningful language units.'

Dr. Joyce Morris ('Reading in the Primary School') maintains.... 'most educationalists suggest that systematic phonic instruction should be delayed until children have acquired a good vocabulary and developed an interest in reading as a means of obtaining information and enjoyment...'

Frank Smith, well known through his many publications on the reading process — talks about 'the fallacy of phonics' and its 'unreliability' with respect to the English language.

Due to a clearer understanding, in more recent years, of why some children don't learn to read — more light has been shed on the reading process and its pre-reading requirements. Modern day researchers such as Peter Bryant, Lynette Bradley, Castaldo and Ellis in their research papers published in 1989, highlight the importance of early language experience and its effect on literacy. Castaldo and Ellis refer to the pre-alphabetic reading stage where 'one reads by visual clues only but the later alphabetic stage incorporates overlapping strategies hence phonic clues as well.' Bryant maintains that phonological awareness 'leads to greater success in spelling and reading' and that 'alliteration and rhyme enhance phonological awareness.' Bradley, likewise, maintains

that rhyming contributes to phonological awareness and... 'phonological awareness has a positive influence on learning to read and spell.'

In the light of knowledge gained from extensive research, it becomes necessary for us as teachers of English as a foreign language to re-examine our teaching methods and re-evaluate materials used. We need to remember that the formal teaching of English begins when the pupil is already literate, albeit in a different system. This fact is relevant and should influence our teaching principles..... which I suggest should be as follows:-

Pre-reading Stage

(1) An oral programme, even during the initial stages of learning English, should be accompanied by exposure to the alphabet.
(2) Practice in talking English should be accompanied by experience in forming letters with an emphasis on left-right directionality.
(3) While the pupils' oral-aural vocabulary is being extended, they should be exposed to letters within the context of meaningful words in the hope that word recognition will occur naturally. This normally occurs during the pre-reading stage.
(4) In the same way that the pupils' oral proficiency is being developed through song, games and dialogue, their letter formation should be perfected (ensuring left-right directionality) through written puzzles and games at word level. A spin-off will be word recognition, which is the first step towards reading.

Reading Stage

(1) Texts should, initially, be simple yet meaningful and the language should be within the pupils' repertoire.
(2) Reading should be a positive experience with guaranteed success — thus the importance of additional visual clues in the form of clear attractive illustrations.
(3) New vocabulary items should be introduced pictorially — wherever possible — so that the reader can make an accurate calculated guess when dealing with the text.
(4) Constant re-entry of new words is necessary to promote word recognition — which is the basis of proficient reading.
(5) Phonological awareness should be promoted as this contributes to reading and accurate spelling.
(6) Finally — and most important — we should aim at providing our pupils with reading material that not only introduces them to vocabulary items as laid down by the Ministry, but also to material that will motivate them to read and reread. Techniques such as rhyme and alliteration (cf. series such as Dr. Seuss) will not only promote phonological awareness but will also motivate the reader.

With the application of the above 10 principles, the reading process will extend beyond the classroom. We will have met the challenge and achieved our goal.... and our pupils will be well on their way towards reading proficiency.

Editor's Note: The Syllabus for Israel Schools advocates the "neo-phonic" method, i.e. teaching reading by means of whole words with regular sound-spelling correspondences, as is practised in

most countries, especially in a foreign language situation; where the whole word/sentence method is used, it is in a first language situation. The authorities quoted above wrote decades ago, most of them in a "pre-linguistic" climate, as evidenced by the very strange words quoted from Murray — "even where the language of the country is phonetic"! Is there any "language" which is *not* "phonetic", i.e. which is not pronounced? In any case, the phonics/global debate applies to the initial teaching of mother-tongue reading; on learning a foreign language, the child is already familiar with the concept of reading as such and can therefore, even according to the whole-word school (such as Murray above, who fails to distinguish between language and its writing system), profitably use the phonic (letter-sound) and neo-phonic methods.

ETAI CONFERENCE WORKSHOP: A Positive Learning Climate in the Early Stages, presented by *Elana Rechtman,* Har-Tuv Regional School

> "If we succeed in giving the love of learning, the learning itself is sure to follow"
>
> (Sir John Lubbock)

I was asked to share some of my ideas about the teaching of English in the early stages of learning — and about the importance of a positive learning climate at this crucial stage. We discussed the concept of readiness — and agreed that this included an ability to relate to the second language passively at the initial stages and only later, in an active manner beginning with the simple skill of listening comprehension and "picking up" familiar words, moving on to the more active skills.

At this point we considered the advantages of being able to provide the child with a "pre-learning" framework — and came up with the following:

* The ability to minimalise differences in culture and provide *all* the children with the necessary background for the assimilation of the new language.
* The importance of easing tension and preventing inherent fear of new learning situations.
* Enabling the children to *pronounce* the unfamiliar new sounds. Many children need practise in the physical act of actually vocalizing the different sounding words in the new language. That is GETTING THE WORDS OUT!! Potentially weak children are able to overcome environmental obstacles, and forge ahead as excellent students at a later stage as a result of a better grounding, and early exposure to English as a dynamic, spoken communicative language

We also discussed ideal conditions for the acquisition of the mother tongue in very young children as compared to classroom conditions in the learning of the foreign language. Despite the obvious differences, there are certain facets of learning the mother tongue that can be reproduced when learning a second language. These are:

* *Immersion* — teaching English in English or in other words, *total experience* (similar to the methods of teaching Hebrew in Ulpan conditions in Israel.)
* *Repetition* — (as in poems, chants and songs.)

- *Positive reinforcement* — creating a relaxed and success-oriented climate in the classroom.
- Teaching vocabulary related to the *immediate world of the child*, and making the language as meaningful and as natural as possible.

To these introductory points, I added some practical ideas of my own, including drama games, storytelling and the use of textbooks. I shared some activities devised to practise the listening skills and also some songs and chants. A lively discussion followed, and of course, the inevitable session of "recipe swapping" ensued.

ETAI WORKSHOP REPORT: Debate in The English Classroom, presented by *Evan Fallenberg*

The workshop "Debate in the English Classroom" was designed as a follow-up to two presentations from the ETAI 1990 Summer Conference, where Brian Gorman, of Scotland's English-Speaking Union, discussed the importance of debate in the English-speaking world, as well as providing copious technical information on how to organize, prepare and stage debates. Mr. Gorman's visit had been arranged by the Israel Debating Society (שיח ושיג) whose chairperson, Anne Swersky, gave the second debate-related presentation. In her talk, Mrs. Swersky related Mr. Gorman's ideas to Israeli society and discussed the adaptations made by the IDS in bringing debate to Israeli classrooms.

The only problem with these highly stimulating workshops was that neither Mr. Gorman nor Mrs. Swersky is a teacher, and they did not directly relate their valuable information to the needs of the participants of the ETAI Summer Conference. Nonetheless I was impressed, inspired and challenged to try their methods in my own classes.

Charged with excitement and armed with great new ideas, I presented some of my classes at the beginning of the year with a year-plan for developing the art of debate. I was overjoyed to discover that during the course of the year my students not only grew to like debating, but they themselves made it a focal point of our class time together; in fact, they reminded me when we were overdue for a debate.

This success prompted me to want to share my experience with other teachers, in the hope of developing and improving the use of debate in English classrooms, and the workshop I gave at the 1991 Conference provided just that forum; despite the fact that only a few fellow teachers had actually used debate in their classrooms, many more had themselves debated during their own school days and they, too, contributed a lot to the workshop. Still other teachers added their own comments and ideas from non-debate classroom work and this helped to create a very positive and supportive attitude toward debate.

We began the workshop with a brief discussion of the need for and efficacy of debate in Israeli society. In addition we noted the fact that although teachers are formally

encouraged to emphasize the importance of democracy in our society, the classroom is by and large an autocratic environment. Debate offers the chance to put actual democratic process into action.

Another central topic of the workshop was the fact that, as English teachers, the benefits of debate are numerous: It provides excellent listening comprehension opportunities, which can be enhanced by various pre-, while — and post-listening activities, and it provides fertile ground for developing oral skills in a non-threatening environment. Debate also necessitates strong organizing skills and clarity of thought and expression, as well as creating a situation in which group work is absolutely essential. And lastly, debating is an activity in which the majority of the work is done by the students and not the teachers.

Considerable time in the workshop was devoted to the technicalities of debate. We discussed the role of the teacher and that of each participant in the debate, namely three speakers for the proposition, three for the opposition (each with clearly defined roles and limitations), two judges and a chairperson. In my classroom debates the audience also shared research responsibilities, thus increasing their participation and piquing their interest during the debate.

After discussing some methods for preparing speakers for debate, the teacher-participants in the workshop contributed ideas from their own experience in other classroom activities that could add new dimensions to debate. For example, teachers suggested several methods for selecting evenly-matched debating teams and for using class time before and after debates effectively.

In closing I would like to note the help that the Israel Debating Society provided me throughout the year. Nira Handel, their Jerusalem representative, was always available over the phone or in person. And the organization is more than willing to help other English teachers who are ready to explore the potential that debating offers.

ETAI WINTER CONFERENCE 1991 WORKSHOP: INTRODUCING NEW VOCABULARY — TECHNIQUES WITH A DIFFERENCE

pressented by *Ella Mazor*

How do you deduce meaning from unknown vocabulary in your native language? This question was the key to expanding our perception of classroom procedures used for the presentation of new vocabulary.

We examined some real-life situations and identified those decoding techniques we use in our own native language.

Together we:

1. Analyzed the learning style and cognitive considerations that efficient readers and listeners use when confronting new vocabulary.
2. Redefined teacher and students' roles with an eye to shifts in attitude, response and objectives.

3. Looked at examples of classroom application focused mainly on 4th, 5th and 6th grades.

We added the concept of process to our vocabulary teaching model, in order to give our students the tools that will allow them to cope independently.

ETAI WORKSHOP REPORT: "Teaching Literature and Poetry in Yud-Aleph and Yud-Bet", by *Ilan Yacobi*

Teaching the Reading Programme opens up wide opportunities for all sorts of class activities. Each teacher presents mostly his own interpretation while teaching a short story, essay or poem. This new book attempts to present a common denominator for teachers and students, namely to establish a common basis for studying the Reading Programme. Each unit consists of the text followed by a brief introduction, an analysis of ideas and characters, questions and exercises for revision, role-plays, pairwork and groupwork, all as part of the Oral Bagrut test. Most language activities are geared to both oral and written class activities. The goal of the book is to facilitate the work of both students and teachers.

ETAI CONFERENCE REPORT: Teaching and Learning Writing in the Heterogeneous Highschool Classroom: Reality, Objectives, and Realization,
presented by *Irit Kupferberg*

The introduction emphasized the need to establish a connection between the teaching and learning of writing skills through classroom practice. It was pointed out that the talk would focus on students who had already acquired basic writting skills.

Then, features of the Israeli highschool classes were highlighted, and the product-oriented traditional writing lesson characteristic of most writing lessons was outlined. It was pointed out that this type of lesson did not enhance our learners' writing skills.

The process-oriented model was presented and compared to the traditional model, and different aspects of the process-oriented writing lesson were highlighted with practical recommendations related to the 'translation' of the ideas into classroom tasks. In the end, the participants commented on different issues that the talk had focussed on and were relevant to them.

WORD PROCESSING IN THE CLASSROOM

by *Arlyne Gozali,* Kiriat Ata Secondary School; Center for the Development of Courseware

Word processing is probably one of the most powerful and productive tools for teachers and pupils, but the ultimate test of its worth comes when the teacher determines its usefulness for his or her teaching. The advantages of *word processing* are numerous for teachers and students, who can compose, organize, edit, format and print out material effortlessly. Revision requires no erasing, and no tedious copying or retyping of subsequent drafts. Pairs or small groups of pupils can work together to create, correct and produce a written work. Coordinating word processing and literature develops mastery of word processing and at the same time enhances the ability to analyze the structure and language of the material being taught. The activities enable the student to learn English in a "real-world" activity. Pupils *play* with structures, key vocabulary items and concepts and at a later stage create their own material: letters, poems, stories etc. Learning to use the program often results in an overall improvement in following directions, organizing thoughts, error-free spelling, correct punctuation and an enhanced vocabulary. A built-in dictionary, thesaurus and speller can be personalized to suit the needs of the teacher and pupil. The interactive features of the word processor make learning English challenging and fun.

Word Processing has made my teaching and my preparation a great deal easier, more effective and certainly more efficient. It has influenced my pupils, who find it extremely motivating and rewarding since there is an overall improvement in their English.

The interactive features of the word processor make developing paragraph skills and concepts challenging and fun. One does not need to be a computer expert to guide pupils in using the word processor.

In order to integrate the teaching of the technical aspects of word processing and English, it was necessary to develop a "step-by-step" graded approach in a workbook developed at the Center for the Development of Courseware and Teacher Training in Kiryat Ata.

Learning to use the word processor can take anything from one lesson to master the

basics up to many hours of practice before mastering some of the more sophisticated functions.[1]

Procedure:

1. Present the general technical information on one computer.

2. Guide the student's initial acquisition of the material on the computer with accompanying graded worksheets (see figures 1 and 2):
   a. typing in upper and lower case letters
   b. deleting and inserting letters, words, phrases and larger pieces of text
   c. saving the text on the disk for later retrieval
   d. loading a text from the disk to the computer.

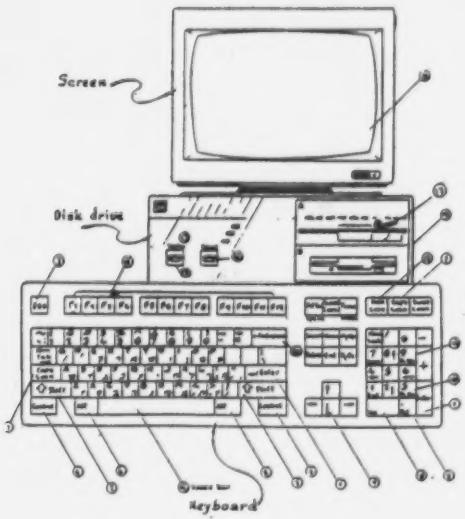
3. Provide time for practice in order to enhance retention for a longer period of time and to enable the pupil to be more than marginally familiar with the material and the features of word processing, and its more sophisticated functions.
   a. underlining
   b. bold text
   c. italics
   d. boldprint
   e. manipulation of words, phrases, and larger chunks of text (copying, moving, etc.)
   f. printing out of text

4. Assess achievement in order to provide remediation for those students who do not achieve the level desired, or enrich instruction for the more able pupil.
   a. changing (modifying the presentation, margins, format, letter sets, size of letters etc.)
   b. merging texts
   c. graphs, tables and boxing
   d. use of a speller, a dictionary, and a thesaurus
   e. merging of English and Hebrew texts

The important thing is to feel comfortable and gradually go on to the more sophisticated functions so as not to feel intimated.

(1) Hardisty, D. & Windertt, S., *CALL*, OUP, 1989.

Word Processing with Einstein
Lesson One
Getting Started...



1. Put the DOS disk into Disk Drive A.
2. Turn on the computer. (the switch is on the side or in the back.)
3. Turn on the screen. (if necessary)
4. Notice the red light on the disk drive. The computer is working.
   Wait.
5. When the red light is no longer on read the instructions on the screen. Type in the date and press the ENTER key *only* once.

   03-12-1991
   month-day-year

6. Type in the time and press ENTER.

   10:34:00
   hour: minutes: seconds

   If you *do not* want to type in the time press ENTER *twice*.
7. When A> appears on the screen take out the disk and put in the disk with the programme Einstein into slot A.
8. After the A> type in the password WENGLISH or wenglish and press ENTER.

   A>wenglish

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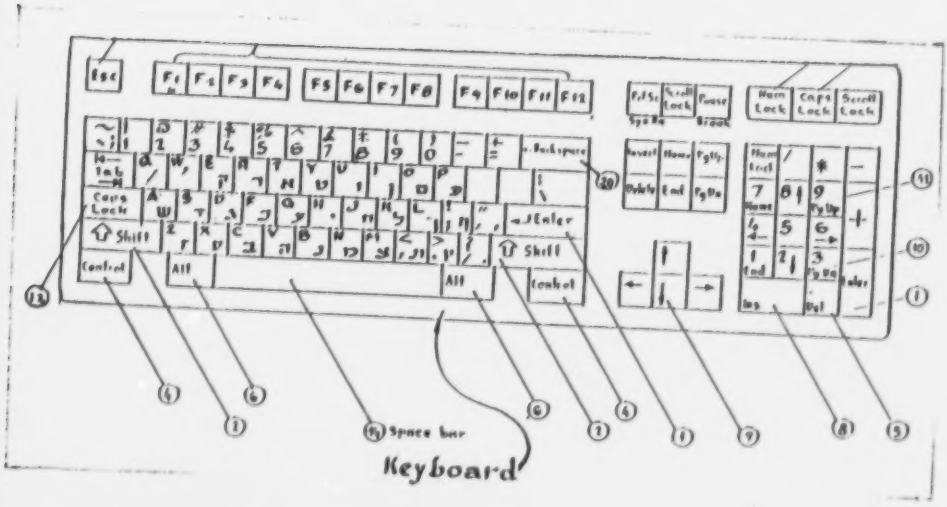
9. You will see the MAIN MENU or the Table of Contents on the screen.
10. Take out the Einstein disk and put in your workdisk which has been formatted. (See p.)
11. Press the F1 key. You are now in the work area or EDIT MODE.
12. Type in the title of the poem Stopping By Woods On A Snowy Evening.
[Don't pay attention to any spelling or typing mistakes.]
13. To type a capital letter: Hold down the SHIFT Key and type the letter *at the same time*.

Shift + T (any letter)

14. When you have finished, press ENTER.
15. To correct mistakes:
    * move the cursor to the mistake with the arrow keys
    * press the DEL key.

    or

    * move the cursor to the space after the mistake with the arrow keys and press the BACKSPACE key.
16. To move down to a new line:
    * press ENTER at the end of the typed line or the beginning of a new line.
17. To move up a line:
    * press the BACKSPACE key at the beginning of the line.



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STOPPING BY WOODS ON A SNOWY EVENING
by *Robert Frost*

Whose woods these are I think I know
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep
But I have promises to keep
And miles to go before I sleep
And miles to go before I sleep.

18. When you have finished and there are no mistakes press F9.
19. To save your current text on disk:
    * move the cursor with the arrow keys to save your current file and press Enter.
    * Type in the name Frost and press Enter.
    * Near Comment: type — A poem by Robert Frost and press Enter.
20. Press F1 and return to the work area. Change INSERT to OVERWRITE.
21. To change from INSERT to OVERWRITE mode press the INS key once. In OVERWRITE Mode you can type over existing text.
    * Note: New text is usually typed in INSERT Mode and corrections are made in OVERWRITE Mode.
22. Type in the rest of the poem Stopping By Woods On A Snowy Evening.
23. Press F9 and save.

TEACHING ENGLISH IN HETEROGENEOUS CLASSES IN THE INTERMEDIATE (JUNIOR HIGH) SCHOOL

On February 23-27, 1992, at the School of In-Service Training in Jerusalem, a course was given on the subject of teaching English in heterogeneous classes in the Junior High School. Thirty two teachers participated in the course: over ninety teachers applied! There is evidently a strong demand for more courses of this nature.

Lynn Gamady, Judy Kemp and Avi Tsur were not able to present their workshops as the "unique" weather conditions prevented them from getting to Jerusalem.

The following is a short description of some of the different workshops that did succeed in being presented, in spite of the snow, as reviewed by participants.

SEPARATE AND TOGETHER IN THE HETEROGENEOUS CLASSROOOM

Presented by *Itzhak Shapira*

The educational system is seen as a major catalyst for social change. The heterogeneous class provides a social opportunity for all pupils to converge and be enriched and exposed to academic challenges. Extensive research in Israel has repeatedly shown that the multi-level class will not hinder the academic achievements of bright pupils, and will significantly improve the language skills of the lower and middle level pupils.

Reviewed by:
Janet Toar
Aloomim Junior High School
Petach-Tikva

AN INTRODUCTION TO TEACHING HETEROGENEOUS CLASSES

Presented by *Dr. Avraham Shtahl*

Dr. Shtahl gave an introductory workshop about teaching in heterogeneous classes. In addition to theoretical background, the session involved probing the attitudes of course participants towards teaching in heterogeneous classes. We were given a task that allowed for sharing viewpoints regarding teaching heterogeneous and homogeneous classes. The

rationale behind Dr. Shtahl's talk was that positive teacher motivation is crucial in order to teach in heterogeneous classes. Only after teachers support the idea, can they apply appropriate methodology.

Reviewed by:
Tali Menkin
The Oranit School
Oranit

TEACHING ENGLISH AS A FOREIGN LANGUAGE IN A HETEROGENEOUS CLASS — MISSION POSSIBLE

Presented by *Yitzhak Ernest*

Mr. Ernest provided a rationale for heterogeneous classes. He stated that in reality all classes are heterogeneous, but that in the past we have tended to ignore student differences. Now we are faced with a situation in which those differences are greater and must be attended to. He described an organizational method in which the class is divided into 2,3, or 4 ability levels. The lesson time is allocated so that there is a whole class activity at the beginning and end of each session. The bulk of the lesson is arranged so that each level has an opportunity for individual work, group work and work with the teacher. Everyone is actively occupied during the whole lesson. Mr. Ernest concluded by showing a video tape demonstrating such a lesson in a grade 7 class.

Reviewed by:
Abi Schatz
The English Centre
Ashkelon

PERSONAL CONSTRUCT THEORY AND ITS RELEVANCE FOR TEACHING HETEROGENEOUS CLASSES

Presented by *Lily Balleli*

The aim of this workshop was to provide a theoretical framework of what is meant by personal constructs and to present a practical application of this theory in the heterogeneous classroom. The participants in the workshop were asked to categorize different types of classroom tasks, based on the way they each personally perceived them. It was quite revealing to discover the different perspectives regarding the various tasks. It became quite clear that each of us has our own way of looking at things, whether it be tasks, our role as teachers, how we see our pupils, etc. These personal constructs are based on our own experiences and backgrounds that we bring to any situation.

Having become aware of the differences among the participants, it became clear that these same differences exist among our pupils. Based on this awareness, a general

methodological framework was suggested, which takes into account the heterogeneity in terms of the pupils' personal constructs as an additional dimension. Various activities and classroom procedures which take these differences into consideration were presented.

Reviewed by:
Judy Steiner
Hof HaCarmel School
English Inspector —
Rural Division

TRAINING PUPILS IN THE SKILLED USE OF INTERACTION STRATEGIES

Presented by *Judy Steiner*

"Learning to communicate is at the heart of education." — Barnes

With this quotation in mind, we discussed the values of working in groups. We established that with group work, the amount of oral participation in class is increased, and there is a greater variety of speech in authentic situations. However, in order to work in groups, it is first necessary to train students in both linguistic and social interaction strategies. The aim of training the pupils is to teach them how to listen to one another, how to promote maximum participation within the group, how to correct one another, how to ask for and give help and how to make both input and output comprehensible. The participants were then "trained" in some of the strategies by actually doing some of the recommended activities.

Reviewed by:
Elana Rechtman
Har-Tuv School

COOPERATIVE LEARNING IN HETEROGENEOUS CLASSES

Presented by *Judy Steiner*

We did not even get a chance to utter the term "cooperative teaching" when Judy got us into groups of four according to the colour of the cards that had been handed out to us. Each group was given a task. In the next step, we found ourselves wandering about the room looking for our "home groups," again divided by colours. Only after all the members reported to the group about the section they had read, did we know what the passage was about and understood that what we had been doing for the past twenty minutes was Jigsaw One. Jigsaw Two, which is a variation of Jigsaw One, was discussed. Various ideas for the application of these group work methods in the classroom were suggested.

Reviewed by:
Irit Rogovin
Karon Junior High School
Rishon Le Zion

WHAT IS S.T.A.D. (Student Team Achievement Division) AND HOW CAN IT BE USED IN THE CLASSROOM?

Presented by *Judy Steiner*

In this session, we were introduced to a system developed at the John Hopkins Institute, which incorporates answers to many of the problems of teaching heterogeneous classes.

Having presented the teaching unit frontally, the teacher then divides the class into equally heterogeneous groups of four. A system of group rewards and inter-group competition encourages the pupils to cooperate in order to learn and drill the material *together*, with joint responsibility to the group. These rewards are given on the basis of individual pupil progress (tested through regular, conventional quizzes), rather than for pure achievement.

The next day, we were able to experience the value of peer teaching and working together in groups by teaching each other "Quibblean Spelling." By actually going through the different stages of S.T.A.D., we realized how valuable, and enjoyable, working in groups can be!

Reviewed by:
Dorit Eshel
Even HaEzer

USING COMPUTERS IN THE ENGLISH CLASSROOM

Presented by *Marion Ben Amir*

Marion began by leading us in a short discussion of the advantages and problems of using computers in the English classroom. We then briefly reviewed the list of programs approved by the Ministry of Education for IBM and IBM-compatible computers. The main part of the workshop was devoted to viewing some of the programs, including MISSING LINKS, WORDMASTER and TURN ON TO ENGLISH. Marion also demonstrated how simple it is to enter new material into the "editor" that many of the programs have.

Reviewed by:
Renee Binyamini
Beit Sefer Hameshutaf —
Sde Eliahu

Jerusalem
February, 1992

SNOWBOUND RAP

Oh! Mr. Principal
Please let us out —
We all wanna scream
We all wanna shout —

We're 33 ladies
And only one man —
Stuck in the snow
Doing the best we can!

We are supposed to be learning
About JIGSAW and S.T.A.D. —
But watching T.V.
Was all we had!

We were stuck with Judy
She was stuck with us —
We had no "Monit"
No train and no bus!

We roamed around
Stood in line for the 'phone —
We couldn't get out
And we couldn't get home!!

Oh! Mr. Principal
Get me back to school
I wanted to improve myself
But I've been a fool
Our intentions were good
But it wasn't to be —
Is this Mother Nature's
New Teaching Strategy?!

Elana Rechtman
Irit Rogovin

This is dedicated to Judy Steiner, who made our snowbound days so very worthwhile!

WHAT DO THE VARIOUS FINAL EXAMINATION LEVELS SIGNIFY?

by *Raphael Gefen*

Until the last year or so, most Bagrut examinees sat for the 5 Points examination and the fewest for the 3 Points; this is in direct contrast to other subjects, where 5 Points was the level for the "Trend" (e.g. biology, literature) specialized in. This preference for the highest level in English is a reflection of the prestige of English in our educational system and at the same time of the demands of universities (which accept 4 Points English, but award certain "bonuses" to a 5 Points examinee, in the complicated structure of university entrance).

Far be it for the English Inspectorate to complain of the desires of pupils, parents and teachers to press for the 5 Points option rather than the 4, or for the 4 Points rather than the 3, but of course individual pupils or classes suffered: they failed at the higher level where they would have passed had they sat for the lower. Many "prestigious" secondary schools rather prided themselves that they presented *all* their pupils for 5 Points English, and were hard to persuade that they should also provide opportunities for weaker learners to sit for a lower level examination.

As a result of this recognition by schools and pupils (and parents) that a 4 Points diploma is also university entrance and that a 3 Points diploma will grant them a Bagrut certificate which will suffice for all the purposes for which a Bagrut certificate exists other than entry to higher education institutes, and which can be raised to 4 Points by a "Supplementary 1 Point Examination" (בחינת השלמה) at a later date, the last few years have seen a tendency to present more and more pupils to non-5 Points levels, and to a rise in the average marks (grades) of examinees at the other levels. Today, more or less the same number of examinees sit for the 4 as for the 5 Points levels, and the number of 3 Points examinees is also rising from year to year.

What levels of English proficiency are expected for the various examination requirements?

5 Points:

Examinees should have acquired the knowledge domains (grammar, vocabulary,

discourse, etc.) and skills (speaking, writing, reading and listening) specified in the English Syllabus for Grade 12, in terms both of comprehension and production. They should be able to function effectively in English without the need for constant translation (for example, they are allowed to use only an English-English dictionary in the examination and hopefully in class) and should possess the "communicative competence" subsystems of "linguistic competence" (accuracy), "pragmatic competence" (fluency) and "sociolinguistic competence" (appropriacy), as specified in the Syllabus. The examination reflects this — an oral test which includes a rich Reading programme (and a specific Level 5 of "literary competence"), and a written paper with reading comprehension questions on a sophisticated level, a sentence rewrite exercise, a long cloze passage, and especially a written composition — all of which require a high level of production as well as recognition. The Listening Comprehension test, however, is an objective multiple-choice recognition exercise.

4 Points:

Examinees at this level should also have acquired the knowledge domains and skills specified in the English Syllabus for Grade 12, but more in terms of comprehension (recognition) than of production. Some production proficiency is required — in the oral test and in the ability to fill in the same cloze passage as in the 5 Points (but fewer items), to complete a dialogue with missing interrogative sentences, and to answer some of the questions on the reading comprehension passage — but this production proficiency is lower than in the 5 Points (points are not deducted for spelling errors, for example). The *teaching* syllabus in school should of course foster production skills also, including spelling and written composition, even though the *testing* syllabus does not demand a high level of performance here. Pupils are expected to have more recourse to the mother-tongue: they answer a second Reading Comprehension passage with both open-ended and multiple-choice answers in the mother-tongue, and are allowed to use a selected bilingual dictionary. The oral test requires a shorter Reading list and has no distinct "Level 5" as in the 5 Points paper (Level 5 at 4 Points is better performance at Level 4 and not a separate Level); the other requirements of the oral test (interview, monologue, role-play) are the same for both 4 and 5 Points.

Thus, 4 Points examinees do the same Reading Comprehension passage as the 5 Points examinees, but many of the questions are different (stressing comprehension skills only and not production); they do a second Reading Comprehension passage with mother-tongue answers (including the specific translation of certain selected items) instead of the written composition in the 5 Points paper. They also do an interrogative sentence completion exercise (guided production) and a multiple-choice language exercise, instead of the sentence-rewrites of the 5 Points. The Listening Comprehension test is the same as in the 5 Points paper. In other words, these pupils are not expected to function solely in English. NOTE: examinees in the Management and Tourism Trends are expected to

attain a higher level of written productive competence, as reflected in the requirement that they write a business letter.

As mentioned above, more schools are presenting pupils for the 4 Points Bagrut than before, pupils who would have failed at the 5 Points level, with the results that fewer 5 Points examinees now do poorly. On the other hand, too many pupils are entered for the 4 Points paper, who should be doing 3 Points; the average mark in the 4 Points paper is too low and a large percentage of examinees fail — who would have succeeded at the 3 Points level and might have then done the 1 Point Supplementary to make up a 4 Points diploma.

It should always be borne in mind that the 4 Points Bagrut in English is, like the 5 Points, regarded as of a "High Level" (רמה גבוהה), sufficient for university entrance requirements; it is not a test meant for weak learners.

3 Points:

The level of proficiency at this level is that of Grade 10 according to the Syllabus (somewhat higher than the requirements specifically laid down for the Intermediate School Division — Grade 9), but for comprehension (recognition) rather than for production. The only production skills required are in the oral test (at a lower level than the 4 and 5 Point examinations, and including picture description; no Reading programme is required) and in completing a dialogue with the missing interrogative sentences (i.e. very guided and a passage easier than the dialogue in the 4 Point paper). The Listening Comprehension test is the same as in the 4 and 5 Points papers, but a proposal to change the actual questions on the passage is now being considered on the grounds that the ten questions and four possible responses to each represent for these weak pupils an additional reading comprehension passage at a high level. The Reading Comprehension passages are (1) a passage with mother-tongue answers and the translation of specific items from the passage (the same as in the 4 Points paper); and (2) a passage with multiple-choice answers in English (an easier text than in the 4 and 5 Points papers). Pupils may use any bilingual dictionary. Language proficiency (vocabulary and grammar) is tested by a multiple-choice cloze and a multiple-choice discrete point exercise (i.e. the multiple-choice cloze requires answers based on the context of the whole passages, whereas in the discrete point exercise every sentence is a context in itself).

The "Supplementary Examination from 3 to 4 Points" consists of the English-answer reading comprehension passage and the language exercises (cloze, dialogue completion, multiple-choice cloze) of the 4 Point examination. Examinees in this Supplementary Examination do not do the mother-tongue-answer reading passage or the listening comprehension test (identical in the 3 and 4 Point papers), nor are they required to do the 4 Point oral test, even though the 3 Point oral is easier.

Gemer:

This "secondary school leaving certificate" is not a Bagrut diploma and has no "Points" value. It is compulsory in many Trends in Technical schools in order to obtain qualifications from the Ministry of Labour etc. and for entry to certain types of post-secondary education.

The level of English proficiency is as follows:

(1) lexicon — Grade 9 in the Syllabus

(2) grammar — Grade 8 in the Syllabus

The examination tests recognition skills only: Reading Comprehension with mother-tongue multiple-choice answers; Reading Comprehension with answers in English (one or two words from the text); an "elimination cloze" — missing words from a given list; and "matching columns". The reading level is Grade 8; examinees may use a bilingual dictionary. There are no oral or listening comprehension tests.

POSSIBLE CHANGES:

At present, the structure, level and contents of all the above examinations are now under discussion. Schools will of course be notified of all changes well in advance of their implementation. One change now being considered is to transform the GEMER examination into a "ONE POINT BAGRUT" for technical schools and to set up a new paper — "SUPPLEMENTARY EXAMINATION FROM ONE TO THREE POINTS".

SUMMARY

Examinees doing the 5 Points paper should have high production and comprehension skills and the language proficiency level specified for Grade 12 in the English Syllabus; 4 Point examinees should also have the proficiency level etc of Grade 12 and the same comprehension skills as 5 Points examinees, but the examination requires somewhat less production in the writing skill and less literature in the oral test. Both 4 and 5 Points Bagrut are "High Level" Bagrut examinations, fulfilling requirements for university entrance. 3 Point examinees are expected to have the language level specified for Grade 10 in the Syllabus, but are tested in comprehension skills only in the written examination (except for a dialogue completion exercise); the oral production test is at a lower level than for 4 and 5 Points. 3 Points Bagrut does not qualify for university entrance. Former school pupils who passed the 3 Points examination when they were at school may sit for a 1 Point "supplementary examination" to raise their level to 4 Points. The Gemer school-leaving examination is not a Bagrut examination and has no points value: its language proficiency level is Grade 9 lexicon and Grade 8 grammar, and the examination is in comprehension skills only.

TEACHING READING SKILLS AND STRATEGIES

by *Tamar Feuerstein,* Tel Aviv University and Seminar Hakibbutzim

Theories of reading emphasize the cognitive processes that readers employ in order to read with comprehension, as well as metacognitive skills which provide awareness and insight into the reading process itself. Awareness of reading skills and strategies helps learners develop procedures that will enable them to read with better comprehension. The goal in teaching reading skills and strategies should be their internalization and transfer from one reading text to another. The activation of these strategies is beneficial in that it brings awareness of skills previously acquired and teaches new skills and strategies not yet internalized.

Teachers are referred to **Enhancing Reading Comprehension** to acquaint themselves with some basic theories and their classroom applications and to the **Focus** series which will provide systematic classroom activities that allow the internalization of strategies. Both are devoted to the major identified strategies which should be explicitly dealt with in the classroom.

One book in the **Focus** series, **Use the Clues**, is devoted to using context clues. It is based on the assumption that reading is a process in which we constantly guess or make hypotheses and test them against context. Knowing how to guess word meanings by making use of contextual clues is therefore of major importance. We bring to the text a knowledge of the world, of text-types, structures and vocabulary as well as our previous experience. It is mostly this background knowledge that determines our expectations from the text. These expectations allow us to use high-order cognitive processes such as making hypotheses, deducing, predicting, inferring or implying.

Tie it Together deals with making inferences. In any reading, some of the information is left for the reader to supply. Writers rely on the intelligence of readers to supply some of the information from their general world knowledge, and to infer some of the information from the text itself. The activities in the book guide readers in the process of inference-making in a very systematic manner and demonstrate how implicit information can be recovered by the reader.

Time After Time deals with sequencing information in texts. The awareness of logical and chronological sequencing helps readers understand the development of events in the order in which they occurred. It also allows them to know what the 'ideal' order of events should be.

What's the Point? focuses on the identification of main ideas in texts. Locating main ideas is a basic skill required for good reading comprehension. Readers locate main ideas by focusing attention on the relevant and important information. In doing so they use a number of skills and strategies such as the recognition of classifications, comparisons and contrasts, definitions, examples and factual information. These help the readers locate the important information or main idea and distinguish it from the supporting material.

The fifth book in the series, **Look for Yourself** is concerned with reading details in texts, especially "small print" texts such as ads, lists, tourist guides, cook books, instructions of various types, time-tables and emergency information. These types of reading materials must be read for factual information.

It is highly recommended that teachers read **Enhancing Reading Comprehension** so that they can plan their own activities for whole class use. Explaining strategic reading to your students will give them the metacognitive awareness they need to monitor their own learning and reading behavior. In addition, teachers will familiarize themselves with other important process strategies that need to be taught. These include the use of logical connectors and the recognition of logical relations in texts, such as cause and effect relationships, classification, and comparison and contrast. Other sections deal with recognition of definitions, examples and other supporting materials, and evaluation skills such as the distinction between fact and opinion and the recognition of bias.

The **Focus** series is suitable for Junior High School and High School populations that need practice and reinforcement in the reading skills. It is recommended for independent study and is therefore very flexible.

Resource Book for Teachers:

Feuerstein Tamar & Miriam Schcolnik, *Enhancing Reading Comprehension,* Ramot, 1986.

Coursebooks:

Focus Series Books 1 to 5: *Use the Clues; Tie it Together; Time After Time; What's the Point?; Look for Yourself;* Center for Educational Technology.

OF CREATIVITY, FUN, AND CHALLENGE

by *Ellen Gordon,* Jerusalem

Creative Follow-up Ideas for Poetry and Stories

You have just taught a stimulating poem or story. You might have used a conventional approach or any novel variation. Now what? Here are some special ways to recycle and exploit, if you will, any piece of literature to the fullest, making it a springboard to further writing or other creative activity. All of the following ideas can be adapted to any story.

In the poem "Sally in Our Alley"[1] by Henry Carey (appearing in *New Streams* by Pearl Gordon), Sally is described by her boyfriend — who lives in the same alley — as being the darling of his life. Whenever she passes his place of work he leaves his job to see her, even though his boss beats him in the process. An enjoyable follow-up activity is to *have the students prepare interviews,* with a reporter asking either Sally, the boyfriend, the boss, and/or the neighbors and friends some provocative questions — how each might view the celebrated relationship, etc. This assignment can be applied to any work at hand.

Another fun activity is *having the students identify themselves with one of the literary characters and write a letter to their diary.* John Keats' poem, "A Song About Myself,[2]" for example, lends itself admirably to such an undertaking. The naughty boy who runs away to Scotland to see how different things are might confide in his diary the folly of his action; for, to his amazement, objects, people, and life generally are admittedly very much the same everywhere! A similar follow-up exercise could be suggested for the story "The Shepherd's Daughter" by William Saroyan. The king could express in his diary his outrage at having his son's marriage proposal refused by the shepherd's daughter who insists the prince first learn a craft.

One of the most exciting assignments is that of *making up an additional stanza for a poem.* What more appropriate poem for this task is there than Louis Carroll's "Father William"[3]! It is delightful to attempt to parrot the repartee between the son and his father, who is proddingly goaded to divulge the secret of his admirable physical stamina.

Emerson's "Fable"[4] — about the squirrel who stood his ground against the derision of the mountain — is most appropriate for *group work activity.* After a careful discussion of the importance of *each person appreciating his own, as well as his friends', positive*

qualities, the students can be asked to list at least two of their own positive traits and those of the students to their right.

A hilarious assignment is the *sharing of embarrassing moments* following the reading of Saki's "The Mouse", in which a sheltered bachelor, while traveling in the company of an unknown young lady, finds that he has a mouse energetically crawling inside his clothing. Better still is *an assigned composition of "If Only..."* following the reading of Guy de Maupassant's "The Necklace." The hapless heroine has more than her share of remorse to cope with!

Dramatization and Other Techniques for Oral Expression

Book reports are a marvelous source of creative follow-up work, with countless variations on the classic plot summary, but for oral expression the Oral Book Report "can't be beat". Over the years, I have had my students very successfully deliver oral reports. This year, however, I tried a slightly different approach, *having them dress up as characters from books they read and dramatically present their experiences.* The results were rewarding. One student disguised herself as Oliver Twist and proceeded to act out her life story. Another student, whose reticence never allowed her to speak above a whisper, had to be contained (!) as she unabashedly monopolized the entire lesson while depicting the naughty little villain of the story. Not to be undone, one girl took the poem "Get Up and Bar the Door,"[5] and — in the spirit of the landlord-villain and the heroine who can't pay the rent — she enacted all three comical roles.

I can hardly contain my excitement over my plans for another novel adaptation this coming year. During our weekly Current Events Session I hope to have the students dress up as characters in the news and share their policies and perspectives. Imagine Saddam revealing it all!

With the thrill of the oral book report behind them, this year's students went on to the oral and visual *demonstrations.* They were asked to prepare some project for presentation in the classroom. Origami (the Japanese art of paper folding) was a big favorite. The students demonstrated the making of birds and boats, etc., (This is a great opportunity for vocabulary development because the students need to have at their fingertips words descriptive of sizes, shapes, and function, etc.) One student, whose mother is a pharmacist, demonstrated the use of a capsule-making machine. No-bake cookies were prepared from scratch and were just as quickly devoured; and napkins were so professionally folded that they could have graced the tables of the most exclusive restaurants!

Summary

As was stated previously, any of the above-mentioned ideas for follow-up activity may be adapted to any work of literature. Students can identify with fictitious characters and prepare interviews, write letters to their diaries, add stanzas to existing poems, share embarrassing moments, and even express regret at past incidents. In their oral work they

can enjoy dramatizing pieces they have read and can present demonstrations running the gamut from origami to jewelry making through recipe preparation. What is certain is that the students will have so much fun that they might just forget that they are learning in the process!

References:

1. Sally in Our Alley
by Henry Carey
(The poem here is very shortened and simplified.)

Of all the girls that are so smart
There's none like pretty Sally;
She is the darling of my heart,
And she lives in our alley.
There is no lady in the land
Is half so sweet as Sally;
She is the darling of my heart,
And she lives in our alley.

When she is by, I leave my work,
I love her so sincerely;
My master comes like any Turk
And bangs me most severely —
But let him bang and bang and bang
I'll bear it all for Sally;
She is the darling of my heart,
And she lives in our alley.

Of all the days that's in the week
I dearly love but one day.
And that's the day that comes between
A Saturday and Monday,
For then I'm dressed in all my best
To take a walk with Sally
She is the darling of my heart,
And she lives in our alley.

2. A Song About Myself
by John Keats

There was a naughty boy
And a naughty boy was he
He ran away to Scotland
The people for to see
Then he found
That the ground
Was as hard,
That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door
Was as wooded
As in England.
So he stood in his shoes
And he wondered.

3. Father William

By Louis Carroll (1832–1898)

"You are old, Father William", the young man said,
'And your hair has become very white;
And yet you incessantly stand on your head —
Do you think, at your age, it is right?"

"In my youth," Father William replied to his son,
"I feared it might injure the brain;
But, now that I'm perfectly sure I have none.
Why, I do it again and again."

"You are old," said the youth, "as I mentioned before,
And have grown uncommonly fat;
Yet you turned a back-sommersault in at the door —
Pray, what is the reason of that?"

"In my youth," said the sage, as he shook his gray locks.
"I kept all my limbs very supple
By the use of ointment — one shilling the box —
Allow me to sell you a couple?"

"You are old," said the youth, "and your jaws are too weak
For anything tougher than suet;
Yet you finished the goose, with the bones and the beak —
Pray, how did you manage to do it?"

"In my youth," said his father, "I took to the law,
And argued each case with my wife;
And the muscular strength which it gave to my jaw,
Has lasted the rest of my life."

"You are old," said the youth, " one would hardly suppose
That your eye was as steady as ever;
Yet you balanced an eel on the end of your nose —
What made you so awfully clever?"

"I have answered three questions, and that is enough,"
Said his father; "don't give yourself airs!
Do you think I can listen all day to such stuff;
Be off, or I'll kick you downstairs."

4. Fable

By Ralph Waldo Emerson

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig"
Bun* replied,
"You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year
And a sphere
and I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
and not half so spry.
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put:
If I cannot carry forests on my back,
Neither can you crack a nut."

5. Get Up and Bar the Door

It fell about the Martinmas time,
And a gay time it was then,
When our goodwife got puddings to make,
And she's boiled them in the pan.

The wind sae cauld blew south and north,
And blew into the floor;
Quoth our goodman to our goodwife,
"Gae out and bar the door."

"My hand is in my hussyfskap,
Goodman, as ye may see;
And it should nae be barred this hundred year,
It's no be barred for me."

They made a paction 'tween them twa,
  They made it firm and sure,
That the first word whaeer shoud speak,
  Should rise and bar the door.

Then by there came two gentlemen,
  At twelve o'clock at night,
And they could neither see house nor hall,
  Nor coal nor candle-light.

"Now whether is this a rich man's house,
  Or whether is it a poor?"
But neer a word wad ane o' them speak,
  For barring of the door.

And first they ate the white puddings,
  And then they ate the black;
Tho' muckle thought the goodwife to hersel,
  Yet neer a word she spake.

Then said the one unto the other,
  "Here, man, tak ye my knife;
Do ye tak aff the auld man's beard,
  And I'll kiss the goodwife."

"But there's nae water in the house,
  And what shall we do than?"
"What ails ye at the pudding-broo,
  That boils into the pan?"

O up then started our goodman,
  An angry man was he:
"Will ye kiss my wife before my een,
  And scad me wi' pudding-bree?"

Then up and started our goodwife,
  Gied three skips on the floor:
"Goodman, you've spoken the foremost word,
  Get up and bar the door."

ANONYMOUS
(Eighteenth Century)

HOW TO BEGIN YOUR LESSON FEELING GOOD, AND END IT FEELING BETTER

by *Lenny Ravich,* English Inspectorate.

This article is about creating our own reality in the classroom. It is true that we have little control over what happens to us, but we have a great deal of control over how we choose to react or feel about it.

If I am driving my car on the highway, and suddenly find myself in a traffic jam, it is natural that I would rather not be in a traffic jam but that's what *is*... not what I *want*. So I could get angry, upset, frustrated and even scream and yell, but that does not change things. With all my screaming and yelling, the traffic jam does not react because the traffic jam simply does not care. The traffic is not going to change for me. So what are my choices? I could remain upset and poison myself with terrible thoughts, or I could do a number of other things that might afford good energy and possibly, even enjoyment... e.g., turn on the radio and listen to some music, read my paper, or even open my car window and chat with some of the other drivers. I can not change reality, but I can certainly change how I perceive it. "How wonderful to have the opportunity to sit here and watch the sunset."

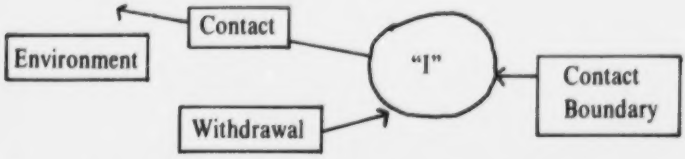
This may sound all too optimistic, especially when we have to deal with pupils. But we do have a choice of nourishing or intoxicating ourselves, and this is what I want to deal with.

We have a tape recorder in our heads that plays a familiar dialogue. I call this the *David and Goliath Dialogue*. Goliath is the "should" living in our heads, sometimes prodding us on to greatness and sometimes pushing us with his relentless "You're not doing it the way you're supposed to." Poor David! David is that inner child that lives in us, who has wants and needs and is taking a beating by Goliath's "You're not supposed to want that!" Thus, we begin to live a "shouldistic" existence, paying little attention to our own desires, physical or emotional. Sometimes our Goliath is so perfectionistic that no matter how well we have performed, he complains with "It could have been better!"

Yes, we have lots of do's and dont's to fulfill in our daily lives, but it is not necessary to feed Goliath to the point of gluttony. Let David have his due too.

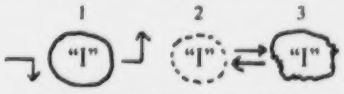
I am going to suggest a technique that will help us start our lessons feeling good and end them feeling better.

Everything in nature has two basic movements. One is contact and the other is withdrawal.



Consider our breathing ____ in ____ contact with the environment, into our lungs and ____ out ____ withdrawal as the air exists differently than when it entered. We went out to get what we needed, got it, used it for our growth, and released it. That's all there is. But is it? What if there were a giant Goliath in our heads telling us, "That's not the way to breathe." Or "You're weak for even needing air. Be strong." Or "O.K. So you need it. But don't let the neighbors see that you need it. They'll take advantage of your weakness." That would certainly interfere with our making contact, disturb our breathing and make each moment and our need for contact unbearable. That's what we do to ourselves when it comes to some of our physical and emotional needs. That voice in our heads shames us or tells us that we are weak if we need, or that we don't deserve to get it.

Basically, there are three styles of making contact with our classes:



The first contact boundary diagram shows us closing ourselves off so tightly that we can barely contact the environment for what we need nor can we give to others what they need from us... the ability to respond. This is an isolated existence, signifying one who is afraid of getting hurt, or showing feelings, to the point of emotional starvation, with no choice. It is the boundary that we wear when we are not supposed to smile at our classes until Hanukka.

The second style of contact is where our contact boundaries are too open. We are too pleasing to others and allow tension or strain in the atmosphere to influence us. Again, no choice. We take our problems, frustrations, and feelings of helplessness home with us. Our families suffer from swings in mood and migraine headaches. To these teachers I say, "People who work in the zoo don't take home the monkeys."

The third diagram presents a teacher with a choice. The choice is to decide when to be open to good, nourishing experiences and to decide when to close ourselves off from poisonous circumstances, critical people and negative thoughts. This flexible boundary allows us to control what is to enter the organism (us) and what is to be emitted.

To start our lessons feeling good, we need to make an agreement with ourselves. That

contract with ourselves is, "I feel good and nothing... but nothing, will spoil my day; because I am driving the car. I'm in control and no one else. I'm powerful."

The next decision is to speak to our inner child (David) and ask him what he wants or needs several times a day. He might ask for a little pampering now and then. Ask him how he wants it and pamper him. Call him "Darling" and tell him that you'll never abandon him again. Tell him that he's O.K. and that you'll check in with him several times a day to find out if he needs a warm hug or a few encouraging words. Take him out shopping and buy him an ice cream. Or if Goliath is looking on critically, a frozen yogurt will do.

The third decision is to leave the monkeys at the zoo where they belong. Come home with a smile, even if you have to fake it for the first few days. The warm "fuzzies" you'll get for spreading positive energy will heal you. The healing comes from good, positive, non-judgemental, non-critical contact with yourself and others.

Have a nice day, Mr. and Ms. English teacher. YOU DESERVE IT.

A TRIANGLE, A PARALLELOGRAM, AND/OR A CIRCLE?

(Outline of Presentation at the Study Day for Teacher-Educators, Levinsky College, 22 January, 1992)

by *Devorah Kalekin-Fishman*,
Haifa University

The aim of this talk is to refer to findings from research into language in order to draw some lessons for training teachers for TEFL. In order to attempt this at all, I have to act according to Gramsci's motto: with a pessimism of the intellect, and an optimism of the will. I can only skim a few of the many relevant issues; but I have a sincere wish to give you a taste of the excitement one must feel in contemplating the wide-ranging research on language, and an intuition of the importance of all this for our shared undertaking — educating teachers.

From different points of view, the relationships between TEFL, EFL, and training teachers for EFL can be seen as a triangle, a parallelogram, or a circle.

TRIANGLE

As in many areas of living, the language learner, the student-teacher, and the teacher-educator, or if you will, the teacher-trainer, are part of an eternal (?) triangle. The role partners constitute three action systems. Each actor has goals, an orientation to legitimate means, and the motivation (energy) to realize those goals. The systems meld because of the ties of mutual expectations governed by norms. Actions are functions of adaptation, making decisions, and decisions about the means for realizing them, evolving a framework of beliefs for the classroom — relations to pupils and to the uses of language; as well as nurturing the learners. Research related to action systems and their expression in the domain of language has relevance to education for teaching language, and for teaching the language.

PARALLELOGRAM — Students learning to be teachers are, in effect, learning a new language. The process is parallel to that of the learner involved in foreign language learning.

Teacher of EFL
/ _____ > _____ FLL
/ _____ > _____ TTEFL

In many senses, learning to teach, a new role, or way of fitting in with people, is actually learning a new language. The role-language entails learning a vocabulary of gestures including patterns of movement, paralinguistic features, words, patterns of behavior including the clustering of words into statements with different functions, in short, a grammar of behavior. The student who trains to be a teacher of EFL turns into a living model of this type of learning, and its carrier into the classroom — in herself and in her approach to language and language teaching. Ideally, the learner of a new language ultimately becomes bilingual. Ideally, the learner of a new role-language makes analogous strides and becomes "bilingual" in the languages of learning and teaching. There are, I claim, important lessons for educators of teachers of EFL in the research on bilingualism.

CIRCLE: TTEFL _____> TEFL _____> FFL _____> TTEFL, etc.

Teacher-trainers predict classrooms and their events, shape teachers to their predictions, who in turn predict language learning behaviors and shape language in the classroom. Results are carried back to the teacher-trainer for revisions of the teacher training situation — and the cycles continue. This perception focuses on curriculum and related research. *Curriculum formation entails the following steps: goal-setting; needs analysis; situational analysis / organizational analysis; task analysis; deciding on method(s); selection of learning experiences; evaluation (Richards, 1985).*

Goals have to be set in the large. Kramsch (1991, p. 33) says that for teaching a FL, the questions "should not be: 'How should I teach dialogues?' but rather 'What do I want my students to know, how will I know that they know it, and what conditions can I help create in the classroom that will facilitate both the acquisition and the display of that knowledge? And, if the educational setting does not allow me to create those conditions, how can I change the educational setting?'" This is the task of the teacher-trainer on one level, and the task of the teacher on another.

In relating to needs, we do not only deal with the needs that people are aware of, but also with those which, when fulfilled, will insure the learning of a language. There are lessons for teacher-training in research that deals with psycholinguistic needs, i.e. about how people relate to, attend to, remember, and store language. Research on the principles that govern the process of interlanguage, including the perception of what building blocks make up a language, can be helpful in teacher-training. Of importance, too, in the inventory of needs is the functioning of the brain. Research on laterality can help us draw conclusions about how to educate teachers. This research has tantalizing findings about the possibility of different kinds of needs depending on the (biological) sex of the language learner, as preferences in each learner — one for the limbs, one for the eye, one for the ear, and so on.

ORGANIZATIONAL / SITUATIONAL ANALYSIS: It is well-known that different organizational or situational contexts require linguistic adjustments. Choices of register

are integral to organizational norms. Sensitivity to situational demands implies knowing how to attend to mood, message, amount of opposition aroused, and the significance of situation to future. Research into language usage in different settings as well as into theories of organizational behavior contributes to contextualizing TEFL, and provides students and teachers with some uncommonly important common wisdom.

TASK ANALYSIS; DECIDING ON METHOD(S); SELECTING OF LEARNING EXPERIENCES; EVALUATION

These aspects of TEFL cannot to my mind be separated. In order to analyze the task that the learner has to perform, it is important to have envisioned the type of assessment that will constitute an evaluation of the learning. The learning experiences have to be chosen in line with "underlying skills, strategies and processes that learners need to acquire in order to be able to perform their communicative needs in the target language" (Richards, 1985, p. 41). They are derived from an analysis of the processes that take place in the learner (v. psycholinguistic needs) and an analysis of the process of learning — not only how the language-learner works, but how the learner works under classroom conditions (see Kramsch, 1990); as well as from a clear picture of the nature of Language, of English specifically. All of these imply the choice of a method.

We would like to think that the key to all this is the method. This is so in a very particular way. So far we have found extensive bodies of research to sustain us. In choosing a method, however, we take what William James called, "a leap into faith." True, there are many pieces of research that examine some aspect of teacher-student interaction, the relative importance of controlled v. free speech, writing, reading. There is, however, no body of research that confirms the probability of success according to one method rather than another. Responsible people who are involved in teacher-training cannot reasonably leave this matter to chance. We do take a stand, predicting on the basis of the best information we have. Our goal is not to teach abstract rules of competence, but to get students to comprehend and produce the language of language teaching successfully and meaningfully. They can do this best by replicating our goals with our reservations as a program for teaching language. But even this describes a perhaps well-informed, but basically blind faith. The choice of method in teacher-training implies an image of the student, of the pupil, of the tasks that are suitable, and the learning experiences that will help them get done. The best we can do, even with the help of research, is to hope that we are not far wrong.

CONCLUSIONS

In sum, the 'as-if model' of a triangle places training teachers of EFL and TEFL against a backdrop of the world we are living in and making all the time. The 'as-if model' of a parallelogram indicates the complexity and interest that inheres in the vision of language learning as a paradigm of role-learning, socialization.

The model of the circle is actually the closest to the reality of which we are aware. The

fact that the literature provides us with a highly complex description of the circle was the bad news. The good news is that the most important things have not yet all been done. We should be filling in the gaps by educating teachers to be researchers in action. We, who are acting as teacher-educators in a particular geo-historical place-time, are, as teacher researchers, on the verge of making fascinating discoveries. We are in an excellent position to map out the differences and the similarities of different teachers' classrooms; we have ways to measure success and the very convictions that we have can help us untangle the meaningful from the meaningless. For the cycling of EFL, TEFL, and TTEFL there are more urgent issues.

Some of them follow. What is the connection between L1 and L2 (English) in practice when L1 is Hebrew? When L1 is Arabic? What makes a learning situation formal or informal? Do we know what it is like to be learning EFL in the junior high school? The senior year at high school? To be learning to be a teacher? For that matter, have we enough information about what happened to us or to others when we learned Hebrew? English? Some other language?

If language learning is, as I am convinced, a paradigm for action and for role-learning, as well as being an object worthy of note in itself, then the many questions hinted at in this presentation are only initial indicators of some very exciting times in the 90's and even beyond. Let's be part of it!

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VOCABULARY: DESK VERSUS TABLE

by *Zelda Torna*, Tel Aviv

The following story did not really happen, although the actual events did occur. All of the questions, however, have been asked, pondered over, researched, and restated. Some of the questions, hopefully, have been answered.

I was teaching English to כיתה "ח" , הקבצה "ב". An inattentive student needed to be told again; "Take out your book and put it on your *desk*." Unexpectedly, someone corrected me: "Table." "This is a theoretical question," I decided, "related to vocabulary."

But I am a very practical person, facing a practical dilemma: should I teach the students to say "desk" or let them refer to *the flat, wooden furniture in the classroom used for placing books, papers, etc. and as a writing surface* as a "table"? Should I refer to the item as a "table" in order to avoid confusion? Does it really matter? Is fine-line distinction of vocabulary really important at this level?

"While a great deal of energy and imagination is going into the teaching of grammar, comparatively little is being done to teach words, and students of foreign languages, even after several years of strenous effort, often know many grammatical frames but have very little to put into them." (Rudzka, et. al., 1981 in Thomas, 1984). Now that translation is "in" again, there is a renewed interest in vocabulary (lexicon). However, the emphasis is on correcting errors of advanced students and increasing their awareness of lexis, style and appropriateness (Thomas).

"But even beginner and intermediate learners of English make lexical errors!" I argued to myself. Raphael Gefen (1990) offers the following samples of such lexical errors:

(1) This is a *song* by Wordsworth.
(2) Come and sit over here in the *shadow*.
(3) It's hard *growing* children.
(4) The students were examined *by heart*.

In the above sentences the underlined word was inappropriate. But why? Because

Hebrew sometimes has fewer distinctive semantic features than English, as illustrated by Dagut (1977)[1]:

shir	שיר
poem [- music]	song [+ music]

Of course, sometimes Hebrew has more semantic features than English:

fly	
af עף	tas טס
[+ animate]	[– animate]
[- machine]	[+ machine]

How important is this? Dagut claimed that:

"...all language learning (whether of a first or second language) starts with the acquisition of words; and every beginner in a foreign language knows how much simple meaning can be conveyed by the use of appropriate words with the barest minimum of syntax, but not vice versa." He further states: "The sounds of a language and its structures have no independent 'raison d'ĕtre', but serve solely as means for the vocal expression and sequential combination of the words of the language... the word is clearly the pivotal component of the whole language system... The dictionary reflects ....intuitive awareness of the central importance of words in establishing the symbolic relationship with 'reality' which is the essence of language."

The dictionary — should this be my textbook? Should grammar, pragmatics, and other "communicative" skills be made secondary (or by-products) of vocabulary teaching? Wait a minute! How big a task is this? How many words would I have to teach? In Goulden, et. al. (1990) studies of dictionaries "... suggest that well-educated adult native speakers of English have a vocabulary of around 17,000 base words" (acquisition rate: 2–3 words per day). Can learners of English as a second language ever catch up? Goulden et. al. cite studies indicating that 5 to 7-year-olds learning English as a second language learn at the same rate as native speakers, but need another 5–7 years to catch up to native speakers.

Curtis (Ed.) (1989), in a review of vocabulary acquisiton, also emphasized the large vocabulary of pre-school children. The acquisition of vocabulary was related to cognitive skills. From a pedagogical point of view, there are pros and cons to both direct and indirect methods of teaching vocabulary.

1 This excellent article was reprinted in: Gefen, R. (Ed.) 1990.

"My students are already 14 years old!" I choked. "What will happen to them as they continue in their studies?" They will never acquire as large a vocabulary as native speakers. However, like native speakers, their "passive" vocabulary will be larger than their "active" vocabulary. So I thought until I read in a study by Jorgensen (1987) that "... we are sometimes confronted with the idea that native students have a large 'passive' vocabulary, being words that they 'know' one way or another, but never use... Unless one presupposes a special mental filter that allows input to the brain for recognition and subsequent output, but not output alone, there can be no such thing as 'passive' vocabulary. Vocabulary is potentially active, always."

Jorgensen found startling results when he compared Danish and minority immigrant students' learning of technical vocabulary in a trade school. All the native Danish speakers learned most (at least 42) of the 60 new vocabulary words by the end of the year-long course, and 25% learned all 60 words. The non-native speakers fared much worse: only 25% learned 48 out of 60 words; the rest learned fewer words. Jorgensen did *not* attribute the lower acquisition of new vocabulary by non-native speakers as a sign of lower cognitive ability, but rather the "comprehension potential" of the new words, which were often cognates from Danish (therefore not as "new" to the Danes as to the immigrants). Comprehension potential made it possible for Danish trade school students to add many words to their vocabulary in a very short time. Comprehension potential explains how Danes can read Dutch without having been taught the language. [In my own experience, native speakers of Portuguese understand me when I speak Spanish (fluently), but it is *not* a 2-way street. I do not understand more than a few words of spoken Portuguese.]

"Oh my poor students," I wailed. Hebrew and English are *so* different. There is almost no comprehension potential. "Ah, but that takes time," I reasoned, "and at the rate Hebrew is borrowing from English, soon Hebrew and English may be like Danish and Dutch. Even though Hebrew has separate words for: babysitter, walkman, cassette, and sandwich (and many other words), few people use them. This is good for communication, but would Eliezer Ben-Yehuda approve?[2] Healthy, active languages borrow (and finally incorporate) thousands of words. Conversely, immigrants borrow words from the native language of their host country because the word more closely fits the concept. For example:

(a) A little girl asked her mother, "Before we made *Aliyah*, when we lived in America, where was the *shuk*?"

(b) A very new immigrant asked another immigrant (who had made Aliyah a few years earlier) where she could buy some sugar, and received the answer: "there is a *makolet*

2 English teachers cringe when they hear native speakers say, "I am in Israel 12 years", which demonstrates that grammatical structures are also borrowed.

at the end of the street." "Why didn't you say '*small grocery store*' [note: 3 words instead of 1]?" I asked. The answer: "Because I never used that expression in the USA."

But what about my original question regarding the table vs. desk? These are not technical terms, cognates, or borrowed words. The matter must be PERCEPTUAL. I see *desks* in the classroom. The Israeli students see *tables*. But why? I decided to ask my tri-lingual daughter, aged 15, whether she puts her books and does her writing on a desk or a table here in Israel. Her first language was Spanish and her first experience in school was in the Spanish language. Spanish has one word for *table* ("mesa") and two words for *desk* ("escritorio" — a general word, somewhat like שולחן כתיבה, and "pupitre" — a student's desk, especially in school).[3] I thought that the odds were 2-to-1 that my daughter would say "desk," but she said, "table." Why? "Because that is what they call it here," she answered. She may have simply translated the word she heard ("שולחן") into its *more familiar counterpart* (i.e. having more common semantic features) in English. Or, does she perceive *shape* more than *function*? [See below].

What about other tri-lingual children? Hoffmann (1985) kept detailed records of her two children's progression into trilingualism. I was particularly interested in their lexical development. Like my daughter, Hoffmann's children were first exposed to Spanish only. Later German and finally English were included in the linguistic environment, each language within its own domain, in the case of the Hoffmann children. Many factors influenced the children's language development, too much to discuss in this paper. Regarding lexical interference: content words were exchanged (e.g. "fork," "belt") but the phonology and grammar were *not* mixed. Also, conjunctions and prepositions (e.g. "if" "and" "with") were mixed (i.e., the Spanish was inserted in a German or English sentence).

I couldn't help thinking, "Perhaps Oral Bagrut examiners are too picky (fussy) about this type of error which may be too deeply embedded to eradicate and not at all related to how well the speaker knows the target language. The same student would most likely *write* the correct preposition."

During the initial introduction of English, while Spanish was dominant, the German interfered. ["How interesting," I thought. Adults undergo a similar experience when they start to learn Hebrew in Ulpan! Their second language (if they have one) gets in the way, and sometimes drops out completely for a period of time.]

When lexical borrowing did occur, the inflection resembled the first language (Spanish). [This is similar to a native English speaker saying, "He was *mistovéving*." Was the Hebrew word "mistovev" more readily available for utterance because it is heard so

3 The Spanish word "escritorio" comes from the word "escribir," meaning "to write." "Pupitre" has, as its Latin root, the word from which we get "pupil."

often, or because conceptually a different activity is taking place? [This relates to my daughter's choice of the word "table" rather than "desk."] Incidentally, English became dominant for both children in the Hoffmann article (and for my daughter) when most of their peers in school were English-speaking.

The girl and the boy in the Hoffmann article experienced different patterns of language acquisition. Are there sex differences in language acquisition? The majority of evidence favors girls as superior language-learners. However, Boyle (1987) found that males scored significantly better than females on a test of comprehension of heard vocabulary. The subjects were college students in Hong Kong. No mention is made of possible sex differences in hearing among that population. Or is it that the males are more spatially oriented, since this was the only test (in a huge battery) in which the answers were pictorial rather than written?

"Now that I think of it, when I said 'desk' it was a boy who corrected me and said 'table'. Is this significant?" I pondered. Wait a minute, the explanation may not be sex-related, or even theoretical, but extremely practical: תכלס (tachles): Why do the Israeli students see tables when I see desks? It is no secret that Israel's economy has never allowed the luxury of specially-sized, specially-designed, uniquely-functional pieces of furniture in the classrooms. These wooden, flat-surfaced, four-legged things are the *same thing* as the tables used in other places. Israeli students see tables because that is what they are! I see desks because I have a concept of the different *functions,* and the special users, of classroom furniture. Schools in the USA, even in poor areas, have *desks* in classrooms. Desks cost more money than simple tables. Tables are more versatile — have more functions. So, does that make my semantic distinction meaningless? By no means! I still have to decide when and how to teach the word "desk."

After reading an article by Kerim-Zade (1989), the term "semantico-functional variability" (s-f v) became a household word in my life. Actually, s-f v is not really different from "distinctive semantic features" as earlier cited in Dagut's work. But, now, I was finally addressing theoretical issues that would have very practical applications. Vocabulary acquisition is *not* simply increasing the number of words in the target language that the student can match with one of our definitions on a multiple-choice test. Such a test contrasts correct with incorrect meanings of the word. Most students can learn a common (typical) meaning for a word. Kerim-Zade goes on to say that the problems arise when students are "unable to use words in their full range of functions, something which is done naturally with native speakers. The students seem to be at home with 'typical' meanings and usages but they cannot go beyond that."

As an example, Kerim-Zade presents the words "swallow" and "frighten."[4]

4 "Swallow" is in the lexicon for Intermediate School and "frighten" for Upper School in the *New* (1988) *Edition of the English Syllabus* of the Ministry of Education, English Inspectorate, State of Israel.

(1) John swallowed his soup.
(2) John swallowed his grief.
(3) John frightened his friend.
(4) The noise frightened his friend.
(5) The horse did not frighten at all.

Without the lengthy analyses (which were fascinating and I recommend reading them), it is obvious that the differences are grammatical as well as lexical. In sentences (1) and (2) "swallow" is a transitive verb with a different meaning. "Frighten" in (3) and (4) is transitive (the subject can be animate or inanimate), but it is intransitive in (5). In (5) the subject cannot be inanimate, although the verb "frighten" conveys the same lexical meaning — the idea of fear — as in (3) and (4).

The teaching of s-f v takes on great significance and its omission can have dire consequences, as Kerim-Zade states: ".. in training future teachers of English the ultimate aim should be native-speaker competence. Otherwise, if we accept the unattainability of this goal and stop trying to reach a native-speaker standard, we will get only a kind of interlanguage by the end of the course and the language acquired by our future teachers' pupils will be something different again from that interlanguage and still further away from the native-speaker standard."

"Some of my students may become English teachers! Even those that don't, shouldn't they be made aware of the fact that words do not have a one-to-one equivalent in other languages? *Of course they should*! Besides, I am a native speaker! Shouldn't students learn to appreciate why an American native speaker of English sees desks in a classroom, even if the reason is linked to cultural and economic factors? *Of course they should*! But how to teach this?" I lamented.

"Do not despise the day of small things." Harvey (1983) advocates teaching vocabulary by the use of grids.[5] Happily, these grids resemble the framework used to demonstrate different semantic features (i.e., s-f v). Here, then, is a grid to teach about table (שולחן) vs. desk (שולחן כתיבה) — even to beginners:

5 Harvey's sample grid was for the language of sport. He explains: "Much of the material was taken from articles, reports, and broadcasts. The main problems encountered by the group were the range of specialized vocabulary involved, and the confusion caused by having either several words for the same concept (e.g., umpire/referee/judge) or small differences in meaning (e.g., foul/penalty). Further confusion was caused because the occasional English loan word is used in Arabic (the students' mother tongue) to cover what might be several different lexical items in English (e.g., the word "racket").

categories	SHAPE		PLACES			USES	
	no shelves flat	shelves not flat	home	classroom Israel	USA	working eating	writing studying
שולחן	X	–	X	X	–	X	?
TABLE	X	–	X	?	–	X	–
שולחן כתיבה	X	X	–	–	X	–	X
DESK	X	X	–	?	X	–	X

First, elicit from the students the categories, then the information, to fill in the grids for "שולחן" and "table." Are they really the same? Allow for discussion. Perhaps writing at the "שולחן" *is* one of its intended uses, and shape (i.e., the possibility of shelves or a slanted surface) is the only salient feature to distinguish a "שולחן" from a "שולחן כתיבה".An American student, on the other hand, may write at a table because he has no desk, but the desk is considered to be the appropriate furniture for writing and studying. Again, 98% of all Americans learned to write and study in a school, at a desk.

Second, add "שולחן כתיבה" and "desk," noting especially contrasts, overlaps, and optional functions. For example, all homes (hopefully) have a table, but a desk is optional. Tables are used for eating but desks are not, etc. Familiarity with grids at an early stage in language-learning will facilitate vocabulary acquisition later on. Grids also provide an authentic, instant context in which to use these words (i.e., a discussion about the words themselves rather than hunting for a story that contains them), in keeping with the "communicative approach" (which I do not always agree with).

There are other ways to teach vocabulary (perhaps to be dealt with in another paper). However, the purpose of this paper was to provide both theoretical and practical impetus for greater emphasis on vocabulary teaching *at all levels.*

"Vocabulary is viewed as being of equal importance as grammar." (Gefen, 1988)

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EVALUATING SCHOOL TEXTBOOKS ACCORDING TO HUMANISTIC CRITERIA

by *Michael Toben,* Bar Ilan University and Bet Berl Teachers' College

Israel's school population has undergone considerable demographic changes since the inception of the State. The recent Ethiopian and Soviet Union aliyot have further increased an already diverse population. They have added to the rich fabric of many communities, religions, and peoples that make up the State of Israel.

Teachers and pupils have to face up to this bewildering variety day by day in the classroom. True, no class has the whole spectrum of the population and many classes are very homogeneous, but if not in the classroom then in the street, the store, the bus and later in the army, we and our pupils come into contact with many different people from different walks of life.

School textbooks are often the prime organized source of information about the world that our pupils face outside their homes. They are one of the key factors that will shape attitudes and opinions concerning such issues as equality, democracy, human rights, and the right to be different. The textbooks and learning materials selected by teachers will shape and encourage certain attitudes, such as tolerance or intolerance, respect and understanding or disrespect and ignorance concerning the variety and alternatives that exist in society and our culture. This means that the teacher and the textbook writer have a weighty responsibility and the writing of learning materials and the choice of textbooks must include considerations that go beyond the simple technical requirements of the school curriculum.

The textbook writer must keep in mind the whole of the population. Every child is a citizen of the state deserving of the best and must be given the opportunity to grow up as a productive citizen who will make his own contribution to society. This equality must be reflected in the textbooks we use; and a positive attitude toward all members of Israeli society in particular, and other peoples of the world in general, should be encouraged. However, it is the minority communities, women and special and exceptional pupils that are most often ignored or under-represented or, worse still, misrepresented.

Given the above premises, I conducted a mini-research project into the subject of

attitudes to minority groups and women in English textbooks used in Israel today. The research was carried out by the students attending an Applied Linguistics Seminar course in Bet Berl Teachers College in 1990. The results are not truly statistically relevant due to the natural limitations of the circumstances, but I believe that the questionnaire and the description of the criteria will be of value to teachers, in that they offer a simple method whereby teachers will be able to examine the materials they review and select for class use. In addition, this may contribute to an enhanced sensitivity and awareness that has been only dormant until now. Teachers will be able to check for themselves if they are contributing to the values described above or in fact detracting from them by using biased and unbalanced learning materials.

The students of the course selected the following books for examination: **Communicating in English, Here We Go, Junior Files — Book One (2nd edition), The Lively World of English, Mixed Bag, Neighbours, Our Kind of English, Stepping Stones, Television Tales, Welcome to Telem St.**. These ten books were chosen at random but were felt to be fairly representative of what in fact is being used in the country. They are old and new books, at a variety of levels and used with different targets in mind.

The questionnaire itself was worked out during discussions with students in the seminar following the close examination of a questionnaire prepared for American pupils by Max Rosenberg.[1] Our questionnaire both adapted and shortened the American version to make it appropriate for Israel. It should be noted that the students themselves constitute a good representation of the demographic variety of Israel. Below is the questionnaire used.

Criteria for evaluating the treatment of minority groups and women in textbooks and other learning materials.

Does this textbook or learning material in both its textual context and illustrations:

1. demonstrate on the part of writers, artists, and editors a sensitivity to prejudice, to stereotypes, to the use of material which would be offensive to women or to any minority group?

   Yes ... No ... Partially ... Inapplicable ...

2. suggest, by omission or commission, or by overemphasis or underemphasis, that any sexual, racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of life in the country?

   Yes ... No ... Partially ... Inapplicable ...

3. utilize numerous opportunities for full, accurate, and balanced treatment of women and minority groups, including the showing of them in positions of leadership and centrality?

   Yes ... No ... Partially ... Inapplicable ...

4. make clearly apparent the group representation of individuals of various communities, such as Georgian, Yemenite, Druze, Hasidic, Christian Arab, Moslem Arab, Samaritan, etc., etc. — and not seek to avoid identification in any manner.

Yes ... No ... Partially ... Inapplicable ...

5. give comprehensive, broadly ranging, and well-planned representation to women and minority groups, and their contribution to society generally, and specifically to science, art, literature and history, and in all areas of life and culture.

Yes ... No ... Partially ... Inapplicable ...

6. delineate life in contemporary urban environments as well as rural or suburban environments, so that urban, rural and suburban children can find significant identification for themselves, their problems and challenges, and their potential for life, liberty, and the pursuit of happiness?

Yes ... No ... Partially ... Inapplicable ...

7. portray sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images — mutual understanding and respect, full and unqualified acceptance, and commitment to ensure equal opportunity for all?

Yes ... No ... Partially ... Inapplicable ...

8. assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual, including the disabled and the slower learner; while at the same time helping students to appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders and political leaders?

Yes ... No ... Partially ... Inapplicable ...

9. supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and humility?

Yes ... No ... Partially ... Inapplicable ...

10. clarify the true contemporary forces and conditions which at present operate to the disadvantage of women and minority groups?

Yes ... No ... Partially ... Inapplicable ...

11. analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis

upon resolving our social problems in a spirit of fully implementing democratic values and goals in Israel.

Yes ... No ... Partially ... Inapplicable ...

12. seek to motivate students to examine their own attitudes and behaviours, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy — to demand freedom and justice and equal opportunity for every individual and for every group.

Yes ... No ... Partially ... Inapplicable ...

The procedure followed was that each book was examined on the average by two different students who filled out the questionnaire. The results were correlated. The results all relate to the sum total of the answers of all the students irrespective of which book they worked on.

Results: The following are the results expressed in percentages:

1.	Yes	20	No	50	partially	30	Inapplicable	0
2.	Yes	20	No	60	partially	10	Inapplicable	10
3.	Yes	30	No	50	partially	20	Inapplicable	0
4.	Yes	10	No	60	partially	30	Inapplicable	0
5.	Yes	30	No	30	partially	30	Inapplicable	10
6.	Yes	40	No	50	partially	10	Inapplicable	0
7.	Yes	30	No	20	partially	30	Inapplicable	20
8.	Yes	40	No	40	partially	20	Inapplicable	20
9.	Yes	20	No	50	partially	10	Inapplicable	20
10.	Yes	0	No	50	partially	20	Inapplicable	30
11.	Yes	0	No	60	partially	10	Inapplicable	30
12.	Yes	50	No	30	partially	20	Inapplicable	0

Conclusions: Generally, the textbooks were found not to contribute to bias and injustice, nor do they seriously distort reality, rather they tend to avoid sensitive and problematic issues. They present an image of a society free of problems and tensions, a heterogeneous society that is part of an idyllic world. The books generally ignore the rich variety and complex nature of our society.

Educators and teachers selecting learning materials should not only select materials on the basis of their narrow subject area but also on the basis of the image they project of our society and of the individual. Moreover, I believe they should go further and demand that these issues be raised and dealt with honestly. The result would be that the learning materials would be truly relevant and thus they would contribute in an honest manner to

the educational issues that face Israeli society and the world in general. This could result in the content of our textbooks eventually becoming more relevant to our pupils as they prepare for their future as members of tomorrow's society. One would hope this will be a society where minorities and women are not only tolerated but experience genuine equality; a society where the handicapped and the exceptional child are welcomed and meet with understanding.

ABRA CADABRA – A NEW PROGRAM FOR *INITIAL READING*

by *Gila Gevint,* with *Patricia Fohrman* and *Professor Aryeh Wohl,* Centre for Educational Technology

Abra Cadabra, the new language program being developed by the Centre for Educational Technology (CET) for 4th or 5th Grade pupils who are beginning to learn English, is based on a philosophy borrowed from first language acquisition theory. This philosophy is called "The Whole Language Approach". In order to better understand this new program, it is useful to draw upon Anthony's (1963) framework for defining methods in terms of approach, design and procedure. *Approach* is the theory of language and of language learning. *Design* is the linguistic content, the organization of that content and the role of teacher, learner, and teaching materials. *Procedure* is the description of techniques and practices in the instructional system.

We are guided by the whole language approach as our underlying philosophy. It is the lens through which we view language teaching and language learning. The Whole Language Approach, which originated as a grass roots movement developed by practitioners in the field of language arts rather than by theorists in universities, is dramatically altering not only the appearance of classrooms, but the substance as well.

This philosophy has serious implications for second language teaching. Although research is not conclusive, our experience has shown that many of the cognitive activities that learners engage in in the process of acquiring a language are similar for both their first and second language. Although the processes are similar, the knowledge base is different. In the initial phase of second language teaching, concepts which pupils are already familiar with in their first language are relabeled. Therefore, when applying the whole language philosophy to second language acquisition, certain adjustments have had to be made. The design of our program also follows what we have found to be sound principles of foreign language teaching.

Why is it a "whole" language approach (Goodman 1991)? It is "whole" since literacy is no longer viewed as a set of subskills to be divided up, taught in isolated bits and then tested. Reading is more than a sum of its parts. It is viewed as an interactive process between the reader and the text. Readers bring to the text their knowledge of the world,

asking questions and forming hypotheses that the text either reaffirms or challenges. The use of authentic texts lends immediacy and relevance to reading. Reading is not confined to cut up passages, but is experienced through the myriad variations of texts that are part of our everyday life. Reading in the classroom should resemble the reading that goes on in our everyday life in so many ways; from the reading of traffic signs to the texts on the backs of cereal boxes.

The aim of this program is to approximate authentic texts until the pupils have control of basic decoding and composing skills and can cope with authentic texts. CET has plans to continue with the program for subsequent grades, gradually introducing more authentic language. At all levels the content is meaningful and relevant.

The design of Abra Cadabra takes into account the linguistic parameters set by the pupils' initial encounter with a new language. We are limited in second language teaching by the scope of the pupils' target language since comprehending the text and decoding should occur simultaneously. That is where the flexibility of this approach comes in for the type of text necessary depends on where the pupils are in their language development.

A ten week language + reading readiness component lays the foundation for a fundamental receptive vocabulary. Each unit contains a full color picture which triggers the pupils' schema or prior knowledge for the accompanying dialogue. The color illustration, often in the form of a comic strip, thus provides a context in which to elicit background information. The language is systematically recycled so that it is familiar to the pupils by the time they reach the reading stage of the program.

The components of the program include a reader (with its reading readiness section) an activity book and a cassette which contains the dialogues as well as the songs and chants which accompany each unit; a Teacher's Guide and computer software.

The reading texts in our program attempt to get as close as possible to authentic language. To this end, our program does not consist of a series of short unrelated texts with chopped up phrases which only aid in decoding, not in comprehension. Drawing upon the interest of our target audience, we have created a complete story line narrating the adventures of children who become interested in magic. This interest leads them to the imaginary world of "Shazoo". Their experiences mirror those that a person goes through in learning a new language and in coming into contact with a culture different from their own. The conflicts the children in the story encounter enhance the story line while the element of magic adds an entertaining and motivating novelty.

The design and the procedure of the program are clearly laid out in the comprehensive Teacher's Guide. Although the guide is detailed, it is not prescriptive and offers a wide range of options for teachers. The activities and suggestions offer various levels of pupil interaction including whole class frontal lessons, work in pairs and small groups as well as one-on-one teaching. The teacher is viewed as the mediator of instruction, not the deliverer of knowledge. As the decision-maker, the teacher bases instruction on an

ongoing diagnosis which is ascertained through interaction with the class and through the pupils' performance at the computer.

The computer software is an integral part of the program and relays to both the teacher as well as the pupil what areas need further reinforcement. The additional reinforcement is available on the computer in the areas of phonics, vocabulary development, and reading comprehension, not as dull uncontextualized drills but as a continuation of the theme developed by the story. In addition to being thematically related, the activities assume a relevancy because they address the pupil's individual need for more practice in a specific area. The software has an audio component in the form of a taped human voice which provides a model for speech production and acts as a catalyst for interaction.

In terms of Anthony's framework, the approach underlines all of the material presented. The design is the shape and content that the activity books, reader, cassettes and software have assumed. The procedure, the description of the techniques of how to go about implementing this program, is systematically presented in the extensive Teacher's Guide. In addition, the Centre for Educational Technology will provide in-service training for all teachers interested in adopting the program of Abra Cadabra.

After all, creating magic in the classroom should be as easy as waving a magic wand.

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"I'M ME – I'M SPECIAL"

by *Elana Rechtman,* Har Tuv Regional School

I'm me, I'm special.
There is no one else like me.
I have a special name.
No one else has a voice like mine,
Or fingerprints like mine.
In some ways I am like others
In other ways, I am different.
At different times I have different feelings
I may be glad, sad, tired or angry
My feelings, thoughts and ideas are important.
Some things are hard for me to do,
Some things I cannot do well yet.
If I know I am special
I know that others can be special for me, too!
(Anonymous)

These sentiments should, I sometimes feel, be engraved, somehow, into each teacher's memory. How often do we forget about each child's "special" characteristics — and lump them all together in one generalised bunch? The group that suffers most often is the weakest group — the ones that have not succeeded.

"QUIET DESPERATION"

"The mass of men lead lives of quiet desperation."
(*Walden,* H.D. Thoreau)

We all recognise him the minute he saunters nonchalantly into our classrooms. He is defiant, contemptuous and loud — and his entrance through the door is usually accompanied by a sort of clattering sound, achieved by objects being thrown about his

person (preferably on the heads of his classmates), and various animal-type utterances emitting from his fast-developing adolescent vocal chords. We shudder and cringe and wonder for the umpteenth time why we didn't choose calming and noiseless professions like librarianship or underwater diving.

Of course we know that he is really a pussycat at heart, who has a very tiny ego when it comes to English (and usually when it comes to anything else) and has lived his academic life in a state of "quiet desperation" — avoiding the teachers' wrath most of the time, letting the years pass him by, and learning some sort of substitute skill which passes for English, usually consisting of filling in endless mechanical exercises thrown in his direction by an equally desperate teacher. In our heart of hearts we weep for him. He is what we so fondly call "Rama Gimmel" (sometimes from the tender age of nine or ten years old.)

We know that he does not have a problem of intelligence. He does not suffer from learning disabilities. I believe that this situation can be avoided, and these "explosive" classes can be made obsolete.

I believe that we should include these children in heterogeneous classes and *teach ourselves to make it work* for their sakes, and for ours. Let us try to find some "modus vivendi", some sort of arrangement by which they can sit among classmates who *have* "working habits" and hopefully they will be exposed to English spoken by their peers as well as by the teacher. Let them sit in a group where there is instant interaction and they will not be doomed to misery and failure for ever, and our sanity as teachers (if such a thing exists) will be preserved.

"SOFTER LANDINGS"

Many pupils suffer from an initial and inherent fear of English. Sometimes it is inherited from parents or siblings who have failed at English. There may be a lack of exposure to English in the home environment, coupled with the knowledge that other children come from English-speaking homes, and have a better chance of success. I believe that beginning English in the early years can help to alleviate this fear. I am talking about oral/aural activities — games, songs, chants and stories. This type of exposure is *success-oriented* and designed to expose the learner to English as a communicative, modern language. The pupils are encouraged to participate actively in class — even repetition and reproduction of somebody else's answer is acceptable. *Listening skills are of utmost importance* at this stage, not only as a means to success, but also as a social skill. (We all are only too aware that the listening skill is not overly developed in Israeli society) At this stage the teacher elicits words, sentences and sentence patterns from *all* the pupils in the class — calling on the stronger pupils first, and then on the weaker pupils to *repeat* the answer. In this way, the weakest pupils are immediately included in the lesson — this being step one in giving them the clear message that they can succeed. Needless to say, all these strategies are continued into the higher grades as well. The teacher focuses more on

vocabulary and less on grammar patterns, more on passive reading skills than reading aloud.

"I SEE YOU!"

I have noticed that no matter how weak or how strong a pupil may be, all he really needs to know is that the teacher is *aware of him*, and how he is feeling. In heterogeneous classes, it is of the utmost importance for the teacher to let the pupils know that even if there is very little "real time" spent with him, the teacher acknowledges his difficulties and comes prepared with suitable material and tasks. A few words with him before or after the lesson is invaluable in these cases — and even the most unruly pupils will calm down no end when they understand that the teacher relates to them and respects their difficulties.

This is the case with the *English-speaking children* who often come to class bristling with a defiant "This is all too easy" attitude — and these pupils, too, need to know that the teacher can "see" them as well.

"SO WHAT HAPPENS NOW?"

I shall not presume to improve on the writings of my elders and betters on the question of heterogeneous teaching. I really cannot believe in one "system". The only way to do it is to treat each class and each pupil as a separate entity and to devote a lot of time to *thinking through* and planning the lessons. There are many possibilities from mixed ability groupings to homogeneous groups — from pair work to individualised Learning Centre activities. There is no doubt that the teachers have to make an effort, especially those who, like myself, were not specifically trained for this type of teaching. Let us learn to see each child as a special being, respect and acknowledge each learner in his/her own right. Let us not be guilty of labeling or generalising. In this way, I hope, we can improve the quality of our teaching, and get better results. Failing that, we may even have taught indirectly the dying art of acceptance, tolerance and respect which are so very lacking in our daily lives.

AN UNCOMMON LANGUAGE

The use of the Present Perfect in British and American English

by *Hannah Horowitz*, English Inspectorate

It is sometimes stated that American English makes less use of the Present Perfect tense than does British English. See, for example,

1. "A Communicative Grammar of English", G. Leech & J.S. Svartvik, 1985, p. 66:

> Brit: Have you eaten (yet)?
> AmE: Did you eat?

2. "Teaching the Pedagogical Grammar of English", R. Gefen, 1986, p. 68:

"Teachers are reminded that the Present Perfect is more commonly found in British than in American English, and sentences like 'He already did it' or 'He just went' (just = just now, H.H.) are accepted informal usage with many American native speakers."

To the best of my knowledge, apart from conversational contexts such as those in which the above speech acts would occur, this assertion has not been empirically examined.

Several ways might be suggested to undertake such an examination.

1. One might make a comparative count of the occurrences of the Present Perfect tenses in the written and oral expression of British and American writers and speakers. This method has the drawback that once any speaker or writer has expressed himself, there is practically no way of determining how his counterpart would have expressed himself; the identical situation cannot be re-created. One can only *conjecture* what might have been said by another person in similar circumstances, and conjecture is clearly not an accepted basis for empirical research.

2. Another method of determining the relative frequency of a certain structure — in our case, the Present Perfect — is to record two interlocutors, for example an interview in which the interviewer and the interviewee are American and British respectively, or vice versa. The disadvantage in the normal interview situation is the asymmetric nature of such discourse, for the following reasons:

a) The interviewer's participation in the interchange is usually shorter than that of the

interviewee, who is probably being interviewed because of his expertise on the subject under discussion.

b) The syntax and grammatical structures used by the interviewer would in all likelihood differ from those of the interviewee, as, also, would the register and the technical jargon.

It was, therefore, most gratifying to chance upon "A Common Language; British and American English" by Albert H. Marckwardt and Randolph Quirk.

In 1963 Prof. Quirk of University College, London, and Prof. Albert Marckwardt of Princeton University recorded a series of twelve dialogues in which they discussed the British and American variants of the English language.

The recording was published by the BBC in 1964, and reprinted the following year by the English Teaching Division Information Service, US Information Agency, Washington, D.C.

In the series the two experts discuss various aspects of the two "languages", e.g. differences in vocabulary (Brit. maize v. AmE. corn), differences in collocation (e.g. AmE. It's getting on for 8 o'clock, p. 17), and differences in stylistic conventions such as addressing people by their first names or their titles (Professor...., Mr.....). Nor do they overlook the fact that the media, particularly the electronic media, have been instrumental in merging some of the differences — "hopefully" is a case in point. It is worth noting that only once do the two experts discuss syntactical or grammatical differences between the two variants.

From the series it is quite clear — as though we hadn't known this all along — that the most far-reaching difference between British and American English is the difference in pronunciation. The two scholars are, of course, aware of the fact that there are considerable variations of pronunciation within both British and American English (pp. 17–18). Nevertheless, there is no overlap of pronunciation to the extent that a British speaker would be taken for an American by an American speaker, or vice versa.

(In this connection, it is interesting to note that Alistaire Cooke, the well-known British expatriate radio journalist — a wordsmith if ever there was one — who has lived in America for more than forty years, sounds trans-Atlantic to American and British audiences alike but is understood by both).

The two professors include a neat little stunt in their series. In the third dialogue two recorded passages are introduced, read by a British and American voice respectively. The point of this device is to lead — it turns out, actually, to mislead — the listener to assume that each passage is read by a "native" speaker, i.e. that the passage read by the American voice, in an American pronunciation, is of American authorship, and vice versa. In fact, each passage is, of course, read by a "non-native" speaker. The purpose here is, ostensibly, to demonstrate that pronunciation, above all else, characterises and distinguishes the English and American variants of English.

I shall have more to say about these two passages later on.

I decided to analyse the text of the dialogues to determine the relative frequency of the incidence of the Present Perfect tenses (including Present Perfect Progressive and Present Perfect Passive) and the concomitant use of preverbals by the two interlocutors.

The advantage of this situation is that here we have two participants who are both engaged in a common subject and would use a similar register and jargon. Also their participation is very evenly balanced, that is to say there is no asymmetry as in an interview situation. In fact a line count of the 12 dialogues showed that Professor Quirk's and Professor Marckwardt's contributions to the dialogues amount to 1098 and 1073 lines respectively (50.6%, 49.4%).

As has been said, the two experts make only one mention of a syntactical difference. This is in one of the recorded passages: "Rachmaninov raids Tchaikovsky but changes things so that they **shouldn't look like loot**", which Marckwardt asserts and Quirk agrees would have given way in American English either to the past, "Rachmaninov changed things so that they **wouldn't** look like loot'", or to the future, "Rachmaninov changes things so they **won't** look like loot". (p. 24). I must admit, I have not seen this difference pointed out in any classical grammar of British and American English. They seem to have been unaware during the discussions of their own use of grammar in general, or the use of the Present Perfect tense in particular. Their use of the Present Perfect tense can, therefore, be taken to be completely spontaneous, even allowing for any changes ensuing from the editing of the recordings.

The findings

The printed version of the dialogues takes up 71 pages. The following table shows the relative frequency of the Present Perfect tense in British and American English as exemplified by Professor Quirk and Professor Marckwardt.

The table shows that the relative frequency of occurrences of the Present Perfect tense is: British, 99 (57%)

American, 76 (43%)

Total, 175, (100%)

The proportionate use of Present Perfect Progressive is almost equal for British and American English:

10/90 = 10.5 %; 7/76 = 9.2%

On the other hand, the American Professor uses the Present Perfect Passive more frequently than his British counterpart: 2/99=2%, as compared with 5/76 =6.6%. Similarly, the American's use of preverbals is far more profuse than that of Prof. Quirk;

	British English (Prof. Quirk)		American English (Prof. Marckwardt)
Total occurrences of Pres. Perfect	99		76
of these Pres. Perf. Progressive	10		6
Pres. Perf. passive	2		5
Preverbals			
always	3	always	6
just	4	just	1
also	1	constantly	1
only	1	already	2
certainly (have) long since	1	long since	1
		never really	1
		even	1
		now	1
		pretty much	1
Total	10		15

20% as compared with 10%. Admittedly, these figures (for the incidence of the different *forms* of the Present Perfect tense) are so small as to be inconclusive.

To come back to the two passages mentioned earlier, each of which was read out by a "transatlantic" reader. In my analysis I considered each of the passages as British or American according to authorship. Much to my surprise, the American passage (15 lines), on museum architecture, contained 5 instances of the Present Perfect, while the British passage (20 lines), a piece of musical criticism, contained *none*, that is a relationship inverse to that of the dialogue proper.

Incidentally, the American passage contains an unusual turn of phrase: "**Ignored has been** the truth that the backs of most pictures are not particularly inspiring to look at." Does this invalidate the representativeness of the passage as a whole? Quirk, using a bit of hindsight, says that this is a "stylistic trick" more popular with the Americans than with the British, while Marckwardt considers it characteristic of TIME magazine.

I decided to investigate another passage, this time not an integral part of the dialogues themselves, but the foreword — just over one page — the joint product of members of the BBC and the Voice of America. Naturally, there is no way of knowing where the authorship of one ends and the other begins. Be that as it may, the foreword contains 10 instances of the Present Perfect tense, overwhelmingly outnumbering the frequency

within the dialogues themselves (average = 2.5 per page!) Only *one* page in the dialogues (p. 33) has as many instances of the Present Perfect as the foreword.

At the beginning of this paper I quoted examples adduced by Leech and Svartvik (*A Communicative Grammar of English*)

British: Have you eaten (yet)?
AmE: Did you eat?

and by Gefen (*Teaching the Pedagogical Grammar of English*)

AmE: He already did it.
He just went.

in which AmE would use the Past tense where British English would use the Present Perfect., I, therefore, tried to locate those instances of Prof. Marckwardt using the past tense where a British speaker might have used the Present Perfect tense. I tentatively suggest the following seven instances:

p. 12 This is exactly how we **came** to use the word in this way.
p. 12 "to trade" **came** to mean exactly the same thing as "to shop".
p. 34 Let's... try to explain why we **didn't** just **go on** using the same words.
p. 41 And this (the schoolteacher's authority) certainly **maintained** the idea of a standard....
p. 45 ... this (the democratic ideal) **played** a very important part... and **has contributed**.... (Note the use of *both* tenses)
p. 51 I agree with everything you **said**
p. 68 ...we'**ve seen** the tremendous variety of English... but we also made the point (Note again the two tenses).

These seven examples are interesting in themselves but do not by any means account for the discrepancy in the relative frequency (99–73=23!) of the Present Perfect tense in the language of the two speakers.

Discussion

The use of the Present Perfect tense in British English seems to outweigh its use in American English. However, as we have seen, the preponderance of the Present Perfect tense in British English vis-a-vis American English can hardly be said to be accounted for by those instances where a British speaker would use the Present Perfect instead of the Past tense.

Pedagogical Implications

According to the New English Syllabus (1988), the Perfect Aspect, Present and Past, is taught in Grade 9, with the meaning of "current relevance of a past event", e.g. "He has

lived in England". Similarly, "He has lived here for many years / since 1957" — is taught. The same applies to the Present Perfect Progressive. As for the Perfect Passive (The letter has been written), this is part of the active grammatical inventory of the Upper Division.

My analysis has shown that, regardless of the differences between British and American English, the Present Perfect Progressive accounts for only 17 out of 175 occurrences of the Present Perfect tenses, i.e. 9.7%, while the Present Perfect Passive, 7 out of 175 occurrences, represents only 4%!; and may I remind you that we are dealing with the discourse of two linguists who are both eloquent and erudite. One wonders whether our well-meaning preoccupation with these two structures is not a trifle misguided.

I have a feeling that even the Present Perfect (pure and simple) is occasionally overworked; I have recently had the opportunity of examining a number of written assignments and have found more sins of commission than of omission, that is to say, the over-use rather than the under-use of the Present Perfect tense.

Conclusion

With such limited data the findings of the present examination are far from exhaustive and in no way conclusive; indeed, how can two speakers, each representing but one variety of English, achieve anything approaching representativeness? This investigation goes no further than to indicate avenues of research that might usefully be followed to study this problem at greater depth, bearing in mind, of course, the technical and practical difficulty of chancing upon or creating a situation which allows for valid comparison.

In self-defence, I can only say that this unique publication (has) provided me with an initial opportunity to take a closer look at this fascinating subject, an opportunity I would not have liked to miss.

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GUESSING IS GOOD – USING THE COMPUTER IN CLASS

by *Miriam Marcus,* Midrashiat Amalia, Jerusalem

"Guessing is good," I said quietly, nodding my head as I looked into the quizzical eyes of a ninth grader. It was 2:30 p.m. the Thursday afternoon before Hanukka and the truth is I too felt incredulity in the situation. How seldom it is that the realities we meet match the sweetness of anticipation that we feel.

We were sitting in the Computer Room at school. The girls were grouped, mostly in pairs, in front of the computers. They had just finished answering comprehension questions on an unseen paragraph and were at the start of the "word game" to reproduce the words of the paragraph that had been erased from the screen. The short exchange about guessing had occurred when I approached a pair who found reproducing the story according to the order in which it was written a bit tedious. My suggestion had been to fill in word sequences they remembered best and leave the less-well-remembered parts for last. By guessing I was sure they would probably remember more than they thought. Both these girls are extremely conscientious in their studies. There was little doubt that being orderly and sure was being mixed up with being right.

Indeed, I had chosen the unseen passage because it contained several of the words that I had just taught as new vocabulary, although, of course, in a different context. For me, there was little question that the girls were much more familiar with words than they themselves were aware of. By reading aloud several words that had been filled in as duplications of other words that appeared in earlier sentences I was able to provide an opportunity for them to guess at the completion of the sentence. The sweetness of the moment was truly greater than I ever dreamed of when they guessed correctly and were enthusiastically spurred on to additional correct guesses.

Since September I have been using computers as an integral part in the presentation of classroom material in teaching English to the ninth and seventh Grades. In the ninth grade we spend one out of five hours a week learning with the computer. In the seventh Grade we spent a little less than a full hour out of four a week. I have seen that while the temperaments of my two ninth Grades are quite different, their enthusiasm for working with the computer is very much the same. In the past four months I have seen constant

confirmation of that fact on all types of English material presented on the computer: grammatical exercises, vocabulary drills, reading passages tied to the other material being taught are extremely well-received by weak and strong students alike. Indeed, each innovation in the presentation of material stimulates untapped sources of energy in these pre-teen and teenage youngsters. More simply put — it's fun!

In the ninth Grade I have been able to supplement the textbook material with various vocabulary recognition and building exercises based on the specific stories we are reading. These include such exercises as matching the beginning of a sentence with a suitable ending, fitting the idea of a sentence with a more general category, using one of the indicated words in the completion of a new sentence, identifying synonyms and antonyms and reading passages with comprehension questions based on the stories being read in class. The questions ask for identification of the subject, the passage or the main idea and the subject or the verb of a specific sentence or the type of "What the word "he" or "it" refers to in a particular sentence. There are multiple-choice questions that encourage the idea of the "best answer" and true or false questions which immediately indicate understanding or a missed point. The grammatical exercises provide additional reinforcement of the subject presented in class. To think of the afternoon when the impossibility of "we are eating in that new restaurant this evening" became possible primarily because of familiarity still makes me smile. The completion of dialogues has been a particularly successful surprise for me. In teaching the usage of stative verbs as well as the difference of meaning between the present progressive and present simple tenses, I have seen that students who don't remember the rules or the word on a formal level will "hear" it in a context.

In the seventh Grade I have used the computer program's utility to print out hard copies of the program material. I first teach a reading passage in class by going over the questions and then use the computer time to directly reinforce not only the new vocabulary but also key words such as "reason" and "result." The girls that succeed in reading the passage, answering the questions and playing the "word game" on a selective basis can then go on to a variety of other exercises while the others finish.

The advantages of the computer as an integrated tool in English teaching seem to increase each time it's used. One thing that quickly became apparent was that students enjoy working together. Indeed, the sharing of ideas that we all ideally hope for takes place quite naturally. While walking around the computer room during a lesson one sees different groups moving along at a different pace. The constant encouragement and correction that the computer program provides enable individuals and pairs to move forward at a rate comfortable to them. The students not only learn from material in the computer program directly but also from one another. Self-discovery fosters the feeling of accomplishment. Learning can be pleasant and rewarding.

I would be delighted to provide any help that I can in entering this exciting world of computer-assisted-learning. Please contact me at: 02-322447.

CHOOSE THE MOST SUITABLE TITLE:

by *Eleanor Avinor* and *Marsha Bensoussan,* Haifa University

1) A Personality Inventory of Teacher Types 2) Therapy for the Authors 3) A Consumer Approach to Teacher-Student Relationships: The Mommy-Daddy Approach to Teaching 4) The More, the Merrier 5) Vive La Difference

In teacher-training didactic seminars, teachers learn the "right" ways to teach and the "correct" methods of classroom management. But we are often surprised that teachers, many of whom we consider to be innocent of such knowledge and therefore lacking these attributes, attract so many students. (At times, we ourselves may even belong to this category.) Do these teachers hypnotize their students? Do they put a magic spell on their students — bewitching them somehow? Or is there a more academic, scientific explanation?

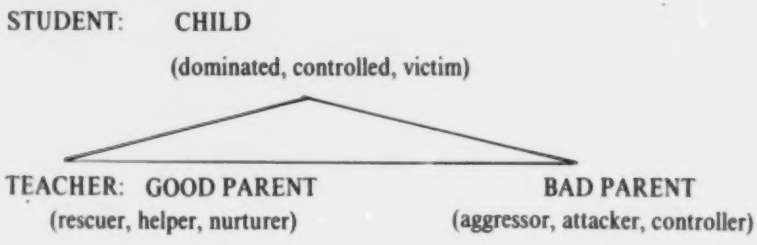
We, the authors, are responsible for hiring and supervising English language teaching at the University level and are amazed, again and again, at this phenomenon. We have concluded that the key to understanding this bizarre effect is psychological rather than methodological. Many students (being human) have deep-seated, unconscious needs which particular teacher-personality-types unwittingly fulfil.

The following is a possible categorization of typical teacher types:

1) the self-righteous know-all type (may also be a complainer)
2) the lackadaisical, anything-goes type (couldn't care less, often doesn't know much)
3) the good Mommy-Daddy type
4) the bad Mommy-Daddy type
5) the bully type (vultures, sharks, cannibals)
6) the victim type (students try to walk all over them)
7) the confused type
8) the kooky, flighty type
9) the sex-object type
10) the good teacher type (for normal students only)

Some teachers seem to alternate from type to type according to their personal life situations.

These types seem to be based on the following triangle:



1) **The self-righteous know-all type** has all the answers, knows how things should be done, and woe betide anyone who doesn't do things according to his/her ideas.

disadvantages There is only one right way to teach; no alternative options exist. Students who don't fit into the "correct" slot are "bad" students and often fail, leave, or are sent out of the classroom. This teacher-type is frustrating for students who are original and creative.

advantages At all times, students know where they stand, what to do, and how to do it. This teacher-type makes some students feel secure. Students needn't take responsibility for their learning or make decisions.

2) **The lackadaisical, anything-goes type.** Often this teacher-type comes late to class and leaves early. At the merest excuse, s/he will cancel a lesson.

disadvantages Nothing is structured or directed. Often classrooms are noisy because students talk and eat during class. Students can't hear this type of teacher. Often they can't see him/her either because s/he is sitting down.

advantages The classroom atmosphere is non-threatening, non-regimented. It is also characterized by freedom, creativity, and friendly relationships with other classmates.

3) **The good substitute (surrogate) Mommy-Daddy type** is the parent that the student wishes to have had and is still looking for. If the student had really had such parents, s/he wouldn't still be looking.

disadvantages The student doesn't realize that the learning situation isn't the Mommy/Daddy/Child family triangle. The student has expectations from the teacher that cannot be satisfied. The teacher, on the other hand, is unconscious of and cannot fulfil these needs even if s/he were aware of them. The student doesn't realize why s/he feels frustrated, disappointed, rejected, and may even be angry at the teachers, following the basic psychological rule that frustration leads to aggression.

advantages Since the atmosphere is pleasant and this good atmosphere instils confidence, the student may learn something incidentally. The student feels good about

himself/herself because of the positive feelings he/she has from being back in a "warm family"

4) **The bad substitute (surrogate) Mommy-Daddy type** constantly finds faults with the students. It is possible that as children, these students were indoctrinated in situations in which there was a bad Mommy-Daddy. This is what they are used to, and they expect only negative comments. In fact, they probably wouldn't know what to do with positive, constructive criticism.

disadvantages The class atmosphere would be considered unpleasant and uncomfortable to those students expecting a "normal" atmosphere. Students who receive failing marks from Mommy-Daddy teachers feel parental rejection.

advantages This teacher type is familiar to students having these needs.

5) **The bully type** is similar to (4) above but more intense.

disadvantages This situation fulfills negative needs: the teacher enjoys controlling, and the students enjoy being controlled and picked on.

advantages This teacher-type is familiar to students having these needs.

6) **The victim type** is helpless and doesn't know what to do. S/he likes to be helped by students. Many new teachers temporarily fall into this category and either quickly leave it or the profession entirely.

disadvantages See (2) above. Why study with a victim? Some students feel helpless and do not know how to respond to such a situation. In his eyes "the teacher is supposed to be in charge."

advantages Students feel important and helpful. This situation appeals to the students who are rescuers and nurturers.

7) **The confused type** doesn't organize lessons and changes ideas in mid-sentence.

disadvantages See (2) above. The confused does not really know whether he is coming or going and neither does the student. The lesson material and course are all perceived as a "balagan" (confused mess). There is no structure and no direction.

advantages See (2) above. The student is the one who must impose order on the subject and so is forced to be an independent learner, learning from the process. Also, students are dependent on each other as they receive no help from the teacher. Thus, good helping relationships develop among students.

8) **The kooky, flighty type** is interesting-looking and gives interesting but unpredictable lessons. His/her lessons fluctuate between fascinating and flops — if the teacher manages to arrive in class in time, if at all, owing to a busy life-style.

disadvantages Students have no idea what to expect and what is expected of them.

advantages This teacher type will satisfy students who need lessons that can be exciting happenings.

9)**The sex-object type** is attractive and attracts attention.

disadvantages This teacher-type distracts students from learning. Instead of thinking about the subject, students are busy mentally undressing the teacher.

advantages Students come to class. This teacher-type attracts students who are missing a satisfying and fulfilling sexual relationship in their lives. Teachers should beware of failing such students — see (3) above.

10) **The good teacher type** is conscientious, enthusiastic, has been observed to use good methods from time to time. This is the model set up for us in Teacher Training Courses.

We have concluded that there is a teacher for every type of student. Every teacher, no matter how _____ (fill) in the gap), will always attract (and be able to teach!) certain students. Hence, in our opinion, the more teachers, the merrier for the students, and vive la difference!

Note: At first we considered writing this article anonymously because we were worried that our colleagues would recognize themselves and would accuse us of slandering their reputations. On second thoughts, we realized that from time to time in our careers, we may all have wandered through a few of these categories. Thus, please consider any resemblance between these categories and colleagues you are now labelling to be purely coincidental.

ACTIVITIES — Discuss and Explain:

1) Choose the teacher personality type that best describes you.
2) If you were a student, which teacher personality type would you choose?
3) Which teacher personality type would you like to be?
4) Please give alternative examples and send them to the authors to be used in a prospective teacher consciousness-raising workshop.

SUPPLEMENT ON TEACHING "TRANSLATION SKILLS" AND ON ISSUES OF LANGUAGE TRANSFER

The ENGLISH TEACHER'S JOURNAL publishes a regular feature on Translation and Language Transfer (edited by Tzilla Kratter and Irit Kupferberg), and teachers are invited to contribute short articles, notices and news items on these subjects. It is understood that E.T.A.I. is setting up a SIG (Special Interest Group) for the teaching of translation skills. Teachers interested should contact ETAI, POB 7663, Jerusalem.

FIRST STEPS TO TRANSLATION

by *Maria Julia Saints,* Montevideo
(reprinted with permission from "TESOL JOURNAL", Autumn 1991)

Leonardo Da Vinci once said, "He who can go to the fountain does not go to the water-jar" (Duff, 1981, p. 1). He was giving advice to painters, but the same advice applies to translation students and to translators in general.

Maria Julia Zains teaches intermediate students at the Anglo Institute and the French School in Montevideo and is Assistant Professor of Translation at the University. She is also a Public Translator in English, French, and Portuguese.

The original text written in the SL (source language) will always be better than any good translation, but this fact is no excuse for second-rate translations.

On the first day of class I ask students how they think a successful translation is carried out. Because the class may be their first contact with the art of translation, it is useful to balance the students' views with a clear statement of the procedure they should follow. To train students in using such a procedure is a way of helping them to deal with a text when working alone. The procedure is divided into ten steps, but the division does not mean that when translating a given text students must simply say "I've just finished step 4, so let's tackle step 5." The dynamics of translation cannot be forced into such fixed compartments. With practice, students can tell when one or two steps can be omitted from the procedure. Here, then, are the 10 steps I encourage my students to follow closely, at least at the beginning.

Step 1: Silent Reading

Read silently the entire text in the SL to obtain an overall sense of it. The teacher may want to ask one or two focus questions in the target language (TL) before students begin reading, to make the task of reading even more purposeful.

After the silent reading, a discussion of the text can help students become aware of the difficulties they may encounter before they plunge into the translation. I find that this procedure has the advantage of compelling students to *read the whole passage before translating it* (as well as creating the habit in them). Answering the focus questions in the TL requires students to use vocabulary they will need later on when translating. Many students tend to start translating straight away, considering each difficulty as it comes up, a practice that should be strongly discouraged. (Many times experienced translators have no other choice than to deal with the text immediately owing to lack of time, but only with much practice do translators dare translate a text without having read it completely.)

The questions we must ask ourselves at this point are: (a) "What should be analyzed?" and (b) "What should be discussed?"

Through a general discussion in class, *each student can think in terms of his or her own difficulties.* By voicing these difficulties, a student can be helped by other classmates who may have solutions to offer. This first step should not lead to a translation of unknown vocabulary items or structures, but to a general awareness of the text.

In *A Textbook of Translation* 1988), Peter Newmark said:

Translation is for discussion. Both in its referential and its pragmatic aspect, it has an invariant factor, but this factor cannot be precisely defined since it depends on the requirements and constraints exercised by one original on one translation. All one can d[illegible] is to produce an argument with translation examples to support it. Nothing is purely objective or subjective. There are no cast-iron rules. Everything is more or less. There is an assumption of "normally" or "usually" or "commonly" behind each well-established

principle; as I have stated earlier, qualifications such as "always", "never", or "must" do not exist — there are no absolutes. (p. 21)

Step 2: Focused Rereading

Read the entire text again, paying special attention to the following points:

1. **Type of text:** narrative, dialogue, description, or discussion.
2. **Style:** Peter Newmark (1988, p. 14) suggested the following division of style types: officialese, official, formal, neutral, informal, colloquial, slang, taboo.
3. **Quality of the writing:** Was the author of the text well versed in the subject? Was the text well written?
4. **The readership:** Who was the audience of the original text? Who will be likely to read it in the target language?

Step 3: Identifying Unknown Vocabulary

Mark all unknown words, making the following distinctions:

1. **Circle** the words whose meaning you don't know and can't guess.
2. **Double underline** words whose meanings are familiar but can't be recalled.
3. **Single underline** words you don't know but whose meaning you can guess from context.

Step 4: Dictionary Work

Have both a bilingual and a monolingual dictionary at hand. Look up the circled and underlined words, noting their meanings.

Teachers can refer students to different sources where they can find information about the subject dealt with in the text. For example, sometimes dictionaries do not include official names of programs administered by international organizations. If the teacher cannot provide the information, the students can be told to phone the local branch of the organization in question to find out the official translation. This procedure trains students to do their own research. Students must also be made aware of the different specialized dictionaries available and where to find them so they can refer to the correct source rather than expecting miracles from their own general dictionaries.

Step 5: Oral Translation

Make an oral (or perhaps silent) translation of the text. The advantage to oral translation is that students can skip unknown words and that word choices that sound wrong can be corrected on the spot. In addition, it is far easier not to cling to the spoken word.

Next, return to the words or phrases you initially skipped because you couldn't find a satisfactory translation, and try to resolve the problem.

Step 6: Written Translation

Start writing down your translation. After completing the previous five steps, the written translation should come out rather more fluently than it would have if you had plunged into it straight away. Write on alternate lines to allow room for clear corrections later on.

Step 7: Rereading the Translation

While rereading your translation, focus on the following:

1. *First rereading:* Thoroughly check the translation against the SL text to make sure you have not omitted any words you had meant to include.
2. *Second rereading:* Focus on punctuation, style, and so on. This is the time to check whether you have complied with the points mentioned in Step 2.

You may need to do more than two rereadings.

Step 8: The Escabeche Period

This term, borrowed from my cookbook, essentially means to forget about the translation. Leave it to decant for a day or two (or a minute or 2 if you're pressed for time). Put your mind in blank and actually forget about all the thinking you've been doing so far.

Step 9: Reread Again

Once the *escabeche* period is over, go back to the SL text and read it as if for the first time. Then go back to your translation and read it as if for the first time.

Step 10: Negotiation period

Negotiate with yourself on whether you should change anything. If so, return to whichever of the previous steps are appropriate.

To conclude, I quote Anna Lilova (1987), former president of FIT (Fédération Internationale des Traducteurs): At present, at the end of the 20th century, it has become more evident than ever that the exchange of cultural values is a necessary obligation for the evolution of world culture and of national cultures. Translation is a link between eras, between different civilizations and different peoples. This mission can only be accomplished through perfect translations, which necessitates two compulsory conditions: on the one hand a talented text, and on the other hand, a talented translator. (1987, p. 18)

I believe it is our duty privilege as teachers to help future translators comply with these requirements.

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SOME SUGGESTIONS FOR TEACHING APPLIED LINGUISTICS — TRANSLATION

by *E.A. Levenston,* The Hebrew University of Jerusalem

The new Bagrut subject, Applied Linguistics-Translation, is already into its second year, teacher training workshops have already been held in Tel Aviv, Haifa and Jerusalem, two are currently being held in Beersheba and Tel Aviv, but so far as I know there has been nothing *written* anywhere about what should — or does — go on in the classroom! The following suggestions are largely based on several years experience teaching translation at university level, mainly in M.A. seminars. This may at first seem hardly relevant to the teaching of translation at secondary school level, but if we bear in mind the high level competence in both languages required of students who take the new subject, we can be sure that many of them will be of the intellectual calibre eventually to take a second degree. And all the teachers who participated in the first examiners' meeting held to discuss the results of the first exam can testify to the astonishing subtlety and intellectual sophistication of some of the comments made by examinees in that part of the exam that called for analysis of the translation problems in the text. We certainly must not *underestimate* the capability of these students.

I would like, therefore, to share with teachers my experience of two aspects of university teaching: classroom practice, and research projects. Again, though the research projects were originally designed as types of M.A. seminar papers, I'm sure many of our pupils could take them in their stride. I have also divided the kinds of classroom practice into text-based, syllabus-based, and skill-based, though there is no reason why any one lesson shouldn't feature more than one of these approaches.

Classroom practice

a) *text-based*

i) The basic technique must of course be the assignment of passages for translation prior to the class, and the discussion in class of the different translations arrived at by the students. A selection of these will be written on the board and analysed and rated for their adequacy, accuracy and appropriacy. Theoretical points arising from the different versions can be taught as they arise, without necessarily working through a syllabus of applied linguistics in systematic fashion. For example, the phrase in *Crystal Night*, "... were restrained and neighborly", may be translated היו מאופקים וידידותים or איפוק ושכנות טובה גילו. This could lead to a presentation of the topic of semantic voids — there is no single adjective in Hebrew corresponding to "neighborly" — or componential analysis and syntactic transformation — the English copula plus complement has almost the same components as the Hebrew transitive verb plus direct object in the second alternative. Similarly, the different ways of rendering "מה לך, בן־אדם", from the first passage in the collection of Hebrew texts — "What ails you, sir?" or "What's wrong, man?" — could lead to a discussion of stylistic levels in the two languages, or terms of address in English.

ii) Only an experienced teacher, who knows the texts inside out and can gradually work through an unwritten syllabus of theoretical issues purely on the basis of cues from the ongoing discussions, could keep exclusively to the above method. A useful variation is to get the students' versions in advance of the lesson and to use them to prepare multiple-choice quizzes on all the interesting points in the passage. Thus the phrase near the end of *Crystal Night* — "it might be mentioned" — could be a) אפשר היה לומר b) אולי צריך לציין c) ניתן לציין or d) יש לומר. There is no need to keep to the orthodox multiple choice framework, with one preferred answer and three distractors. There can be one preferred, two acceptable but not quite so good, and one inaccurate. And students can be asked to explain what is wrong with the distractors, which can be either inaccurate, inappropriate, or inadequate.

iii) Once the class has been going some time, and students have learnt the rules of the game when analysing alternative suggestions, another possibility is for the teacher to provide her version, and see how far the class can improve on it. Nothing will give them greater pleasure.

b) *syllabus-based*

iv) Given an organised syllabus of issues in translation, covering all the levels of linguistic analysis — punctuation and graphic form, morphology and syntax, vocabulary, culture, pragmatics — it is possible to present each topic deductively, or at least to ensure that all the examples discussed in one lesson illustrate the same problem. Instead of running texts, with an unpredictable range of challenges, students can be given a set of sentences of translate, all of which involve problems in the rendering of perfect or continuous tenses into Hebrew, or Jewish religious vocabulary into English for a non-Jewish reader, or some other specific problem. And obviously teachers who prefer more inductive methods can give the exercises first.

v) An entertaining alternative to a set of sentences is a set of *pairs* of sentences, with a minimum difference between each pair. I was reminded of this possibility when a student translated the phrase from *Crystal Night* — "thirty-odd Jews" — שלושים יהודים יוצאי־דופן i.e. as though it were "thirty odd Jews." This would fit neatly into a lesson devoted to the importance of keeping a close eye on graphic form, with other pairs like "Pass me some (,) honey".

vi) There are some topics in applied linguistics which could be taught without reference to translation e.g. varieties of English, componential analysis. But I would not recommend this.

c) *skill-based*

vii) Source language enrichment, and

viii) Target language enrichment. I don't doubt that in the course of teaching, teachers will discover gaps in the knowledge of their students which can best be dealt with by devoting lessons to instruction in the language in question. Hebrew-speakers may need to concentrate on prepositional verbs, English-speakers may lack many of the Aramaic tags in common use. This, incidentally, is one of the aspects of this new Bagrut subject which suggests the need for greater co-operation between the English teacher and the Hebrew teacher than is usually the case. There is of course no *pedagogical* reason why translation skills should be in the exclusive hands of the English teachers — it's just that we took the initiative.

ix) Students of translation must learn not merely to use dictionaries but also to distrust them, at least all but the most comprehensive (O.E.D., Webster's Third International, Random House Unabridged). They should know how sparing they sometimes are in the use of status labels, how reluctant to label any word "obsolete", and how they vary in the sequence in which they give meanings. A fascinating lesson, easily handled, involves first getting all the students to bring from home whatever monolingual English dictionary they use — preferably not one of the learners' dictionaries. Then take a thesaurus, write on the board in a column all the entries from one paragraph, write in a row along the top the names of all the dictionaries and complete the chart with the

information provided — you will be astonished at the differences. For status labels, try GIRL (miss, maid, lass, wench, damsel, chick, bird, bint, broad, floozy...), for semantic distinctions try ASK (request, beseech, implore, dun, importune, crave, inquire, interrogate...). Or any other word that comes up in the course of teaching.

x) A bonus of this lesson is that it demonstrates also the danger of using a thesaurus if you are not a native speaker of the language, precisely because the thesaurus takes for granted all the information you have been so painstakingly accumulating. You cannot really teach the use of the thesaurus; native-speakers should know of its existence and resort to it when stuck for the right word, while non-native speakers should be forbidden to go near it.

Research Projects.

i) Take a published translation, compare it carefully with the source text, searching for up to 50 examples of some specific problem in translation, and classify and analyse the different solutions adopted. It can be a specific word (הרי ,דווקא, might, rather), a grammatical structure (cleft sentence, non-restrictive relative, אמנם... אלא), a rhetorical feature (metaphor, irony, understatement), a particular speech act (insult, warning — this is particularly interesting when studying dramatic texts), or whatever else comes up in teaching and takes the student's fancy. A really ambitious undertaking would involve translation in the other direction as well, but this is getting too much like a doctoral thesis, though it could be done with a smaller number of examples.

ii) Much can be learnt by making a detailed comparison of two published translations of the same work. The obvious example is, of course, the Bible, especially since most of the more recent translations make clear statements as to the principles which guided their work e.g. "the translators should be free to employ a contemporary idiom rather than reproduce the traditional 'biblical' English" (Preface to The New English Bible, 1970). *Alice in Wonderland* has also been translated several times, as have *Three Men in a Boat* and *The Catcher in the Rye*. And several of Agnon's short stories, especially those which form part of ספר המעשים, such as התזמורת and פת שלמה. There are bibliographies of Hebrew literature in English translation and Hebrew translations of English literature available in any university library.

iii) Draw up a questionnaire in which subjects are asked to translate a number of utterances, all carefully chosen to illustrate some specific problem in translation, and administer it to as many translators as you can find, skilled and unskilled, native and near-native speakers of the target language. Compare the results for the different categories of translator. In the case of English-speakers translating from Hebrew, make sure you find out how long they have been living in Israel. It's interesting how much "language attrition" you will find e.g. "Anglo-Saxons" who, if they've lived in Israel long enough, will translate שמת סוכר? (uttered on receiving a cup of tea or coffee) as "Did you

put sugar?". Or when you wish to decline an offer, do you ever just shake your head and say "Thank you"?

iv) The subtitling of TV films and interviews yields a constant supply of fascinating material for analysis. The constraints of space — there is never enough room on the screen to provide complete coverage of the source text — lead to deletions and simplifications of material which students will enjoy studying. Provided, of course, they have access to a Video Cassette Recorder. And you may even occasionally come across inaccuracies and howlers. On the evening of 16 November 1991, in the translation of an interview between the Egyptian journalist, Anis Mansur, and Eliud Yaari, a comment on what the Palestinian delegates say to each other "in camera" was translated מה שהם אומרים לנוכח המצלמות — the exact opposite of the correct meaning!

v) For many years all Egged buses used to have a bilingual sign somewhere near the back of the bus of which the English — I forget the Hebrew — read "Have'nt [sic] you left anything behind?". And there was a plaque on a door in Safed, which read שיניים מדופלם רופא and in English "Dentist and Diplomat". You may not easily find such jewels, but you'll be amazed what still goes on. So collect menus from restaurants, instructions from boxes of toys, shop signs, or any other examples of inadequate translation which unfortunately still abound in this country — and which hopefully this new Bagrut subject may do something to reduce!

In Conclusion

These few suggestions of classroom activities and research projects are offered with the intention of starting an ongoing dialogue among teachers about possible techniques for teaching "Applied linguistics-Translation". If you think they are too ambitious — and this may well be the case, given the nature of my own experience — what else would you suggest? Why not write to the Journal and tell us about it?

REFLECTIONS ON TEACHING TRANSLATION SKILLS

by *Nomi Ballas,* University High School, Jerusalem

Before I became a teacher of translation skills, I taught English in the upper grades of high school. I have been teaching translation skills for two years now, and feel I am ready to draw certain conclusions.

The greatest difference, I have found, between teaching translation skills and teaching English is the sense of partnership with the pupils. Translation is not a subject many pupils choose as an option, and consequently class size is small, and the atmosphere informal and friendly. But I believe that it is the nature of the class, the common search by both teacher and pupils for the 'best' translation, 'le mot juste', the full equivalent, that creates the warm and co-operative atmosphere which I found in my translation classes. In my English class I KNOW, I AM THE TEACHER, I have all the answers, but in my translation class I am merely a senior partner, more knowledgeable and experienced than my pupils, perhaps, but I certainly don't have all the answers. In fact, it is quite common for my pupils to come up with a better 'solution' than I do.

One danger in this informal atmosphere is that pupils will not take the subject seriously enough. As an optional subject, it may be taught at inconvenient hours, and pupils may have to wait several hours for the translation class. This may tempt them to miss class rather more frequently than they would otherwise. It is also not always clear to them that missing one class will make them less proficient in the next class or exam. These are not serious problems, but the fine line between informality and serious work has to be maintained by the teacher.

I have found that, to a great extent, translation skills are inborn. Of course, innate differences in the ability to acquire a foreign language also exist, and some pupils learn English more easily than others. However, in translation some pupils have a real 'knack', while others don't. Only pupils who are very good in both English and Hebrew take the course, and it is not their knowledge of the two languages that differentiates 'good' pupils from weaker ones, nor is it the diligence with which they apply themselves, nor even the extent to which they do their homework or participate in class. It is that undefined 'something' that sets the truly excellent translator apart, and this 'something' can't be taught.

One of the techniques that I have found helpful in teaching translation skills is working in groups. It was my colleague Pnina Rosenbluth who first suggested it to me, and I have since refined the system, but basically there are two ways of doing this.

The first is when groups of pupils translate together in class, discussing, proposing, rejecting possibilities and so on, until the group has agreed on the best possibility, or, in some cases, agrees to disagree and adopts a majority and a minority opinion. This is an exciting activity, and working in a group forces individual pupils to consider different options, and convince others, and themselves, or the desirability or undesirability of each option. It is up to the teacher to encourage pupils to use linguistic criteria of acceptance or rejection, in addition to intuitive ones.

The second way is having pupils compare translations which they have done individually, at home or in class, and which may or may not have been previously checked by the teacher. In this case, pupils have already weighed different options, and have already made up their minds as to what constitutes, in their opinion, the best translation. The comparison exposes them to other options, to other decisions made by their peers, and forces them to reconsider and either defend their choice or correct their translation. Assuming the translation class is small, we end up with three to five good translations, which we discuss in class. Group work makes the class more exciting, and creates a bond between pupils from different classes which contributes to a pleasant and co-operative atmosphere in class.

One of the major problems in teaching translation is the lack of guidance. Of course, any text may be translated, and this enables the teacher to use relevant, interesting, and occasionally funny texts which lend themselves to a discussion of certain problems in translation as well as some contrastive analysis. However, when it comes down to testing, marking, even giving end-of-term grades, I feel absolutely lost as I have received no official guidance. I am in the dark as to how many points to take off for a mistake, or for a less preferred phrase, if at all. I use my intuition, my common sense, my experience as an English teacher, and my knowledge of linguistics and translation theory in order to work out an acceptable system of grading, all the while hoping that there won't be any 'surprise' in store for me at the end of the year when the Bagruth comes round.

The feeling of being on your own is reinforced by the fact that I have no colleagues, no one to consult with. In my school I am the only one who teaches the subject, and I sometimes feel the need to discuss something, consult someone, or even just to tell an anecdote, but this is impossible. There is no one there to share your experiences with.

Altogether, I find teaching translation a challenge and a privilege. It is very much closer to what teaching should be, ideally, than other subjects I am aware of. This is due mainly to the high quality of the pupils choosing the subject, the small size of the class, which eliminates most discipline problems and other mechanical functions of the teacher, and enables both teacher and pupils to focus on the subject matter with a real interest in the pursuit of knowledge and improvement.

LETTERS TO THE EDITOR

שלום רב,

עיינתי בחוברת האחרונה (43) של מורי האנגלית ואני סבור שהיא יכולה להיות דוגמה לחוברת מעניינת, רלבנטית מקצועית מאד.

עניין רב מצאתי במאמר שלך ואני אפילו מסכים עם מסקנתך. יחד עם זאת הייתי מנצל, בהשתלמויות,את המורים לאנגלית שאכן התמחו בבלשנות שימושית, כדי שיקנו קצת ידע למורים ולפתוח כלים להבחין בין שגיאה לטעות.

באשר להבעה בע"פ — גם אני סבור שאין טעם להפסיק, לשסע, כאשר לילד יש קשיי ניסוח הנובעים מכך שהוא חושב בשפת אמו. אפשר גם לרשום שגיאות כאלו ולחזור אליהן כשהתלמיד סיים.

עניין רב מצאתי גם במאמר של רחל טל, העוסק בנושא החשוב מאד של התלמיד החלש. כיוון העבודה המוצע נראה לי כי הוא מכוון ל"אנגלית שימושית" ולגיוון דרכי ההוראה בשעור. ייתכן ויש צורך בבניית סילבוס מיוחד לתלמידים אלו (שיהיו עתה קבוצות ג'–ד' בחינוך הטכנולוגי). זה ידרוש גם חומרי למידה מתאימים ושימוש רב בעזרים אורקוליים.

אני סבור שכדאי שוועדת המקצוע תדון בנושא של בחינה ביחידה אחת אלמנטרית. הרי מעטים מאד יוכלו להשלים זאת ,אך זה מעין פיצוי והכרה.

ד"ר אליעזר מרכוס
יו"ר המזכירות הפדגוגית

AN EFL TEACHER'S ABC

(We are reprinting this letter in full, as unfortunately the line for the letter X was omitted in our last issue)

A's for the Answers their memory has stored,
B is for Books we can barely afford.
C's for "Communicate" sometimes still taught,
D's for Dictation, with errors it's fraught.
E's the Exams that we're all bound to set,
F is the Fun which our students should get.

G stands for Grammar they now have to pass,
H is our Heterogeneous class.
I stands for Indirect Speech and its laws,
J is for Joining a relative clause.
K is the Key to the answers, below,
L's for Linguistics we all ought to know.
M stands for Masculine, Modals and Main,
N is for Neuter; not much to explain.
O is the Order of Words they learn last,
P is for Plurals and Pair-Work and Past.
Q stands for Quizzes they have to expect,
R are the Re-writes we need to correct.
S stands for Sentences, Subject and Sense,
T is the Terrible Thing we call Tense.
U's the Uncountable nouns we supply,
V stands for Verbs and all they imply.
W's the Way we would like them to speak,
X is the Xtra hard work we don't seek.
Y are the Years, yes, we've given our best,
Z is for what we most need which is Zest.
Esther Lucas

Sir,

AN ENGLISH TEACHING ABC

A is for ABSENT which is most of the time,
B is for "BATLANIM" which isn't a crime.
C is for CLEVER, we've got some of those,
D is for DISTURBING, "Can I please blow my nose?"
E is for EVERYTHING we've wanted to say,
F is for FUNNY — at least one joke a day!
G is for GRAMMAR — a lost case indeed!
H is for HANDWRITING which we can hardly read.
I is for IMAGINATION which we need every day.
J is for your very best teachers — JUDY and JAYE!
K is for KICKING you out when you're late,
L is for LAUGHING at jokes that you hate.
M is for MIRIAM the best teacher you've had,
N is for NEARLY driving us mad.
O is for being OPTIMISTIC which will take you far,
P is for PUPILS — so special you are.

Q is for QUIET which we never hear,
R is for READING books year after year.
S is for SUCCESS that we wish all of you,
T is for TALKING that you all know how to do.
U is for UPSTAIRS where our classes are amusing,
V is for VERBS which you find so confusing.
W is for WHO, WHAT, WHEN, WHY and HOW LONG?
X is for "X" that we mark when you're wrong.
Y is for the YEAR that we'll always recall,
Z is for "ZAT'S ALL FOLKS!" and good luck to you all!

Miriam Greiff, Jaye Shlayer and Judy Steiner, Hof HaCarmel School

IN-SCHOOL TEACHER DEVELOPMENT

Sir,

Most of the younger teachers working with me in our school in Pardess Channa are rarely able to make the trip to the urban centres where the Ministry and ETAI offer in-service training. In this way they are deprived of much information and stimulation that would aid them in their teaching. We therefore decided that we would attempt to tap our own resources, however humble.

Teachers are forever recounting their classroom experiences to their colleagues in the staff room, but not often are they able to witness each other's performance.

With the encouragement of our headmaster we chose two 'English Teacher's Days' — the learning being from each other, for once. Each teacher was gently persuaded to allow her colleagues — and any senior staff who were interested — into a lesson which she considered as her special forte and which I felt to be of value for other teachers to see. The hours were spread out and carefully chosen to cause minimal disruption to the school timetable. Each session was followed by the sort of frank discussion and constructive criticism that can only take place among a group of secure friends. We know our pupils and their special needs and problems and our efforts at evaluating each other's lessons were perhaps more relevant than those of an outsider. We tried to evolve strategies for coping specifically with our girls and with the organisational problems that we face in our own particular place of work.

Our program was as varied as our challenges; we saw a *mekademet* group working happily, an eighth grade tackling a story with the jigsaw method, a fascinating literature set induction, a lesson given to an eleventh grade mixed ability class at two different levels using the same core material, and a teacher using the new Grade 7 TV material.

All the teachers were enthusiastic in the end and agreed that it had been a very stimulating experience, to be repeated, hopefully, next year.

No travelling — no expense — and a good way to erase the mid-winter blues!

Hannah Birnbaum, Elisheva School, Pardess Hana

FELTOI (Not IFELTO)

Sir,

I was most gratified to read in your latest number (No. 47, December 1991) of the formation of a new organization with the succint and snappy name — The Israel Federation of English Language Teaching Organizations (IFELTO), with the admirable aims of "co-ordinating activities", "avoiding overlaps", and "optimally utilizing visiting experts".

"How was it possible", I asked myself, "that we English teachers could have been content for so long with a mere six organizations?"

But even seven is not enough. Such a dynamic body of women and men cannot be satisfied with so few. We urgently need the establishment of another three, so at least we will have reached double figures.

To avoid overlaps — The Israel English Teachers' Branch of the Olympic Games Committee on Ethical Behaviour (IETBOGCEB).

For optimal utilization — The Public Optimal Utilization Association for the Aid of English Teachers (POUAAET).

And finally, for co-ordinating activities — The English Teachers' Combined Operations Team for the Co-ordination of the Activities of the Israel Federation of English Language Teaching Organizations (ETCOTCAIFELTO).

These new organizations will certainly add to our honour and prestige and give a great impetus to the EFLization of our problem.

Nelson Berkoff, Jerusalem

TEACHING ENGLISH IN THE DRUZE SECTOR (BET JANN SCHOOL)

Sir,

Further to my report in ETJ 43, I am happy to inform readers of the JOURNAL that a similar visit by volunteers from Great Britain and Ireland took place at the end of December 1991; certain innovations were made in the programme. The volunteers found that pupils lacked the confidence to speak. Though most of them had plenty of vocabulary, they seemed not to have the skills to connect isolated vocabulary items.

When given the chance to write first, the pupils were more organized in their utterances, even when these were not related to their writing. This lack of confidence and competence is probably attributable to frontal teaching with little pair-work, a situation where only one pupil at a time has the opportunity to speak — normally in response to a teacher's question. Outside the formal classroom, however, pupils were not in the least shy about interacting in English with the volunteers in informal conversation and showed enthusiasm, comprehension, humour, spontaneity and creativity. Clearly, these positive resources within the pupils were utilized too infrequently in classroom English. The younger pupils in the lower grades, however, showed better oral competence. This may be due to being taught by teachers with a more communicative training and also to the recent increase in video and TV programmes in English.

As a result, we introduced the following innovations:

(1) 15-minute breaks after each lesson to allow informal conversation with the volunteers. Also, the volunteers assembled in the school foyer for half an hour's informal conversation with whichever pupils were available.

(2) Afternoon "projects", such as chess, video-making and writing articles for the Bet Jann English Newspaper (the volunteers editing the English, typing and laser-printing), drama, and making and playing board games.

(3) an evening class for adults.

We are now attempting to apply the programme elsewhere, such as in the Maghaar Village Comprehensive School (mixed Druze, Christian and Moslem population). The volunteers have made many real and lasting friendships and have gained cultural insights and self-awareness as well as TEFL training and experience, while the gains for the pupils are self-evident, as explained in the last issue of the JOURNAL.

Yosef Shasheen and *Jim Wingate*

"ENGLISH FOR BAGRUT" TV SERIES

Sir,

I recently attended a meeting introducing ETV's new "Bagrut for 4 Points", a series designed to improve pupils' test-talking skills. I was favourably impressed by the content of the programmes and by the standard of production. However, I would like to voice two reservations.

In my opinion the type of pupil likely to benefit from these programmes is one who can apply the techniques being taught to a solid body of previously-acquired knowledge. A pupil who has not had such opportunities is unlikely to achieve a significantly higher grade as a result of having watched the series. Thus it seems that the resources invested in these programmes would have been better spent on more worthy mainstream projects.

Secondly, I would like to suggest that each telecast be prefaced with a warning to the effect that watching the programme is in no way a substitute for pursuing a proper course of study covering the official Ministry syllabus. Neither ETV, nor teachers recommending their products, can afford to expose themselves to charges of misleading the public.

Geoff Toister, ORT College, Jerusalem

"SHADOWS IN TWILIGHT"

Sir,

I would like to bring to the notice of your readers my book "Shadows in Twilight", based on the experiences of a 12-year-old Jewish boy in Holland during the Second World War. Forced to go into hiding during this time, the author recalls his experiences, his fears and his anxieties. The English level of the book is, I have been assured, withint he vocabulary of Grade 8 pupils and can be used as a supplementary reading text (Extensive Reading). Publisher: Gefen Publishing House POB 6056, Jerusalem.

Fred Daniels, Jerusalem

THE FALSE STARTER — Worth the Effort?

Sir,

I meet my five students in the hallway at Amit High School, a religious technological school for girls in Jerusalem. They say hello. They say they miss me. One is in a pre-bagrut class; four are in a non-bagrut 11th grade class.

A year ago they were with me in an experimental 10th grade English class for "false starters", those who cannot read or write in English despite having studied the language since the 4th grade.

I had no way of knowing when learning stopped, why it stopped, and what happened in the interim. But I could sense the frustration and hurt of students who year after year sat through increasingly meaningless English classes.

Concern for these students was shared by my principal, Yaakov Gino, who agreed it would be worthwhile to attempt a year of "private" classroom study using my new textbook, TEENS in TOWN, an ABC book for teenagers then still in the piloting stage.

The Book and its accompanying cassettes, which stress letter formation, phonics and basic grammatical structure, are populated by teenagers and deal with teenage concerns, removing the embarrassment teenagers feel faced with an ABC book for children.

Five entering 10th graders were chosen.These girls were not learning disabled, not behavioral problems, simply non-functional in English. To remove the stigma of their being in a class below the weakest English class, we were called "Experimental English 10".

My basic approach was to work slowly, encourage and praise as much as possible, grade all work and give high marks for every accomplishment, however small. The girls' pleasure at high grades reached the point were a grade below 90 brought demands for a re-test to improve the grade.

Pictures, flash cards, posters and moveable word strips were used to illustrate sentence structure. With the onset of the Gulf War, my girls were able to recognize and read simple Jerusalem Post headlines.

The girls were also encouraged to assist each other in every way. A girl who didn't grasp a lesson was assigned to a girl who did. The student never felt demeaned, and the self-esteem of the "teacher" was greatly enhanced.

The book was successful beyond my expectations, requiring only minor adjustments and clarifications. The girls were thrilled to be piloting a book in the making, and enthusiastically helped with the fine-tuning. Their verdict: "The first English book we ever understood."

Was the experiment a success? Results are mixed. The pre-bagrut student, the most highly motivated of the girls, is doing well in a regular class. Two of the non-bagrut students are holding their own with their peers. The remaining two have been unable to keep up, and have expressed resentment and anger at being "abandoned" after only one year.

Was the effort worthwhile? Absolutely. School administrators will have to decide if their limited funds should be allocated to aiding candidates for a 3-point bagrut reach 4-point level, or to giving chronic failures the necessary extra help to succeed. From my vantage point as a teacher, the human dimension in instilling self-worth outweighs all other considerations.

Rachel Saperstein, Jerusalem

FRIENDS FOREVER SCHOOL PEN PAL NETWORK

Sir,

Teachers frequently wish to add an international pen pal program to their curriculum but often do not know where to find a pen pal source.

For this reason Friends Communications, an American pen pal organization based in New York, has established the **Friends Forever School Pen Pal Network.**

The **Friends Forever School Pen Pal Network** is a network of teachers from around the world seeking to set up pen pal relationships for their students. Participating teachers are listed in the network according to grade and/or special interests. Each participating teacher receives a current network listing of teachers of like interests with whom they can arrange the exact kind of program they desire. In this way, teachers can set up programs

with one or more teachers from several countries at their own convenience any time during the school year.

I hope you will consider this information of interest to your readers and will be able to use it in an upcoming issue. They would need to allow 4 to 6 weeks to receive their network listing. ($8 network fee should be sent in U.S. currency or an international postal money order only).

We look forward to providing this resource to your readers. We also hope that this effort can bring together teachers, as well as students, from different countries around the world in an easy and informal way.

Liz Fader-Director

Friends Forever School Pen Pal Network, P.O.Box 20103, Park West Station, New York. NY 10025, U.S.A.

THE ORAL BAGRUT

Sir,

One of the most criticized parts of the oral examination in the Bagrut is the literature section. Although the syllabus states that a certain number of stories and poems must be taught, in reality only a few stories are taught and tested, and the syllabus has been cut down to the minimum.

In addition to this, at the time of the Oral Bagrut, a lot of pressure is put on the examiner to examine certain pieces of literature and not others. Furthermore, if a school has taught a play, poem or story that the examiner is not familiar with, the examiner often refuses to examine that piece of literature. In this way, the choice of pieces chosen is very limited.

My suggestion is that every 2 or 3 years the literary texts required be changed, so that different stories / poems / plays get taught. This also increases the variety for the teacher and teacher boredom is less likely to set in.

Another problem encountered in the literature part of the examination is that of the kind of questions asked in the examination. Some examiners, with a literature background, ask detailed questions and concentrate on literary symbolism and interpretations sometimes way beyond the expectations of the pupils and not in accordance with the syllabus. Also, the examiners, being teachers, are usually exhausted and overworked at that time of the year, and do not have the time to prepare different questions for different schools. If teachers (and examiners) from different schools pooled their questions, and a booklet of questions were put together, the tremendous load on the examiners would be lessened.

A criticism of this could be that the answers could be prepared in advance. It is my

contention that if the pupils are able to learn so many questions at all the levels, they will have learned a tremendous amount. After all, what is the aim of the oral bagrut? In my opinion it is to test that the pupils have read and studied the texts and are able to talk about these stories at the various levels (1-5), each one in accordance with his/her abilities.

The literature is only 5% of the total grade so the advantages outweigh the disadvantages. English is taught for communication, and if our pupils are able to talk about certain texts, surely that aim has been achieved? These questions would not be a dictate but suggestions as to the *kind* of questions expected at each level. In this way, perhaps, there will be greater standardization and fewer problems in the literature section of the Bagrut.

Carol Goldfus, Teacher-Counsellor, Jerusalem

THE GERMAN AND ISRAELI SYLLABUSES

Sir,

A student delegation from Ohalo has just returned from an official visit to a teachers college in Germany. I was very proud to hear from my students on their return that their ability to communciate fluently in English was far superior to their German counterparts. The Germans are still following a literature-oriented syllabus, and are at loss without their dictionaries to look up words like "housewife". Our Israelis were praised for their ease in English, and of course they themselves had a wonderful opportunity to really practise what they had learnt.

I cannot take credit for this, so I wanted to share the above with all English teachers.

Janet Ohana, Ohalo Teachers' College, Jordan Valley.

SUPPLEMENTARY BOOKS

Sir,

I would like to bring to the attention of your readers the following supplementary material written by me.

"The Bagrut Workbook 5-points" is a supplementary manual for students taking the 5-point Bagrut exam. This book deals with dictionary skills, Cloze rationale, and high frequency grammar points; it also offers explanations and practice of the written parts of the Bagrut. In addition, the 5-point book comprises essay guidelines in accordance with the latest format and includes structured cross-reference rewrite sentences.

"The Bagrut Workbook 4-points" is identical to the 5-points book at the beginning, but

differs in its sections on question-formation, dialogue completion, and multiple-choice texts. Heads of Department can phone the publishers for a free key to the workbooks: members of staff can call on behalf of their English department.

"Grammar Plus" is a "sefer ezer" intended to go along with the textbook "Our Kind of English" (approved by the Ministry of Education). It can also be used as an independent exercise book for the higher levels. "Grammar Plus" is essentially a grammar practice book, covering the main tenses, Conditionals, Active and Passive, Modals, Reported Speech, Base, Infinitive, and Gerund, wish sentences, Comparatives and Superlatives, and Parts of Speech.

Alan Lipsey

TEACHING IN HETEROGENEOUS CLASSES

Sir,

We are the participants in the intensive course —"Teaching English in Heterogeneous Classes in the Intermediate (Junior High) School" — 23–27 February, 1992, Jerusalem. We wish to express our deepest thanks to Judy Steiner, who lectured and gave co-operative learning workshops at the course. Judy's presentations were given on a very high professional level, together with a sincere desire to provide teachers with real work tools.

Judy deserves additional thanks because of her professional attitude during the heavy snowstorms. Several of the lecturers scheduled could not get to the place physically because of the weather, so Judy took it upon herself to keep things running. Not only did she do so efficiently, but always with a smile.

We sincerely thank her for this and wish to express our appreciation through this letter to the ENGLISH TEACHERS' JOURNAL.

(28 signatures)

CONFERENCE ANNOUNCEMENTS
1992

■ **London Language Show: International Fair for Languages**
16–18 June, London, United Kingdom
Details from: International Consultants for Education and Fairs, Am Hofgarten 18, W-5300 Bonn 1, Germany

■ **International Conference on English Language Teaching**
20–23 July, Guilin, People's Republic of China
Details from: Zhang Shining, Foreign Languages Department, Guangxi Teachers' University, Guilin, Guangxi 541004, People's Republic of China

■ **Fifteenth International Conference of Linguistics (CIL)**
9–14 August, Quebec, Canada
Details from: CIL 91, Département de Langues et Linguistique, Université Laval, Quebec, GIK 7P4, Canada

■ **4th International Conference on Computer-Assisted Learning**
14–16 June 1992, Wolfville, Nova Scotia
Details from: Tomek, ICCAL '92, Jodrey School of Computer Science, Accadia University, Wolfville, Nova Scotia, POB 1X0, Canada

■ **1st International Conference of the International Association of Literary Semantics**
31 July – 2 August 1992, Canterbury, United Kingdom
Details from: Trevor Eaton, Institute of Languages and Linguistics, University of Kent, Canterbury, United Kingdom

■ **E.T.A.I. (English Teacher's Association of Israel)**
Summer Conference 8–9 July 1992, Hebrew University of Jerusalem
Details from: ETAI, POB 7663, Jerusalem

■ **EXPOLINGUA — International Fair for Languages, Translation and International Communication**
25–29 November 1992, Frankfurt, Germany
Mainzer Austellungs GMBH, Alexander-Diehl-Strasse 12, D-6500 Mainz 26, Germany

■ **IATEFL — 26th International Conference**
23–26 October 1992, Lille, France
Details from: E.T.A.I., POB 7663, Jerusalem

■ **E.T.A.I. (English Teacher's Association of Israel**
Annual Conference, Hanukka, December 1992

■ **Congress on Teaching Hebrew**
29–30 June 1993, Jerusalem
Details from: Ben-Zion Fischler, Council on the Teaching of Hebrew, P.O.Box 7413, Jerusalem 91071

■ **Tenth World Congress of the International Association of Applied Linguistics (AILA)**
8–12 August 1993, Amsterdam, The Netherlands
Theme: "Language in a Multicultural Society"
Details from: Johan Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam, The Netherlands

■ **Eighteenth World Congress of the FIPLV**
in conjunction with the Fachverband Moderne Fremdsprachen (FMF)
28 March – 1 April 1944, Hamburg, Germany
Details from: FIPLV Head Office, Seestrasse 247, Ch-8038 Zürich, Switzerland

■ **E.T.A.I. — Third International Conference**
Jerusalem, July 1993
Details from: ETAI, POB 7663, Jerusalem

■ **Teachers of English to Speakers of Other Languages (TESOL)**
9–18 April 1993, Atlanta, Georgia, USA
Details from: TESOL, 1600 Cameron Street, Suite 300, Alexandria, Virginia, 22314, USA.

I'M ME — I'M SPECIAL:

גישה יחידנית להוראה, ובמיוחד היחס לתלמיד המתקשה.

AN UNCOMMON LANGUAGE:

השוואה בשימוש ההיבט PERFECT באנגלית בריטית ובאנגלית אמריקאית.

GUESSING IS GOOD:

השימוש במחשב בשיעור בהוראת הבנת הנקרא, קטע לא ידוע מראש.

CHOOSE THE MOST SUITABLE TITLE:

או קטלוג של טיפוסים שונים של מורים, או תרפיה למחברי המאמר, או גישה צרכנית ליחסים בין מורים לבין סטודנטים, או ככל שיתרבו תרבה השמחה, או יחי ההבדל.

TEACHING TRANSLATION SKILLS:

מאמרים: "הצעדים הראשונים בתרגום", "הצעות להוראת הבלשנות השימושית — התירגום", "והרהורים על הוראת מיומנויות התרגום".

LETTERS TO THE EDITOR:

מכתבים למערכת על: עלון למורים מס' 43, ה־ABC של המורה, השתלמות בית ספרית, ריבוי ארגוני המורים, למודי אנגלית במגזר הדרוזי, שידורי הטלוויזיה החנוכית, מקראה של השואה, התלמידה האיטית, התכתבות בינלאומית, בחינת הבגרות בעל פה, בקורי תלמידים בחו"ל, חומרי עזר, קורס בהוראת אנגלית בכיתה ההטרוגנית בחטיבת הביניים.

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מידע על כינוסים וויעידות אשר עשויים לענין מורים לאנגלית בישראל.

עלון למורים לאנגלית, מס' 44, אייר תשנ"ב, מאי 1992

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ארגונים שונים בתחום הוראת האנגלית בישראל; לומדות מחשב להוראת אנגלית – עידכון; מורה מדריכה לתלמידים דוברי אנגלית; קורס בדיסלקסיה למורים לאנגלית.

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עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

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אייר תשנ"ב מאי 1992

סלון

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(כולל ידע, תדרכה למורים לאנגלית)

MINISTRY OF EDUCATION AND CULTURE
PEDAGOGICAL SECRETARIAT — ENGLISH INSPECTORATE

ENGLISH TEACHERS'

(I S R A E L)

127

(INCORPORATING "ENGLISH TEACHING GUIDANCE")

MINISTRY OF EDUCATION AND CULTURE
PEDAGOGICAL SECRETARIAT — ENGLISH INSPECTORATE

ENGLISH TEACHERS' JOURNAL (Israel)

(INCORPORATING "ENGLISH TEACHING GUIDANCE")

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DECEMBER 1992

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Teachers of English are invited to write short articles, reports and letters to the editor. Please write to "English Teachers' Journal", English Inspectorate, Ministry of Education and Culture, Jerusalem, 91911.

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במשרד החינוך והתרבות, ירושלים 91911,
לכתובת זו יש לכוון את פניות הקוראים.
הוצאה לאור: מחלקת הפרסומים משרד החינוך והתרבות

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The English Inspectorate, Ministry of Education & Culture, and the English Advisory Committee, Ministry of Education & Culture

mourn the loss of

PINCHAS (PAUL) BECHLER ז"ל

and send condolences to the family

INFORMATION FOR ENGLISH TEACHERS

■ Modular Bagrut: One Point Bagrut + Two Points Bagrut = Three Points

In order to motivate and encourage pupils, the Ministry of Education is discussing the possibility of having a Modular Bagrut. Instead of taking the existing Gemer exam, which does not count for the Bagrut, pupils at the end of the twelfth grade will be able to take a one-point Bagrut examination. After the twelfth grade, these pupils will then be able to take a new supplementary two-point exam. The one-point exam plus the two-point exam will be considered equivalent to the three-point Bagrut exam.

Further details regarding the contents of these two exams will be published in the Director General's Bulletin (חחר המנכ"ל).

■ New Immigrant Courses for Entglish Teachers

Nine immigrant courses will start at the beginning of November. Approximately 180 new immigrant teachers will be participating in courses, which include methodology, applied linguistics. English proficiency, two days of field work and the Hebrew subjects.

Ephraim Weintroub has.been appointed as the National Counselor for new immigrant teachers. He can be contacted at: 02-812134.

■ National In-Service Training Courses

Two courses will be given this year: 1) a course in *Translation* will be given at Tel-Aviv University by Miriam Schlesinger; and 2) a course in *Teaching English in Heterogeneous Classes* will be given at Seminar Kaye in Beer-Sheva by Carol Goldfus.

■ Heterogeneous Class Project

In conjunction with Michal Raz and Nira Atalef (Inspectors for Junior High Schools) and the English Inspectorate, in-service training in how to teach English in heterogeneous classes will be given in several junior high schools. If your school is interested in participating in the project this year, please write to Judy Steiner, Chief Inspector for English, Ministry of Education and Culture, Lev-Ram Building, Jerusalem 91911

■ Guidelines for How to Test Dyslexic Students in the Bagrut Exam

In an attempt for each pupil to be tested according to his/her specific needs, guidelines have been drawn up regarding the specific procedures for testing dyslexic pupils in the Bagrut exam. Details will be published in the Director General's Bulletin (חחר המנכ"ל).

A meeting of High School teachers is being planned for Hanukka. The purpose of the meeting will be to clarify questions regarding testing and the dyslexic pupil. In addition, representatives from the NITZAN Association will give advice as to how to prepare pupils for the Bagrut examination. Schools will be notified of the date and venue.

■ Appointment of New English Inspectors

The English Inspectorate is pleased to announce the appointment of the following inspectors:

Judy Steiner	Chief Inspector for English
Wajeeh Awad	Arab Sector
Salah Mahajna	Arab Sector
Debby Topperoff	Tel-Aviv Region (provisionally appointed until Public Tender)

■ Cooperation Between the Welfare and Educational Services Department (שירותי חינוך ורווחה – שח"ר) and the English Inspectorate

The Welfare and Educational Services Department sponsored a three day conference in September, which was held at Arza, near Jerusalem, for English Inspectors and teacher-counselors. The objectives of the conference were 1) to become familiar with different approaches to teaching pupils from socially-disadvantaged backgrounds, from both the theoretical and practical viewpoints, and 2) to discuss and construct a differential syllabus for the weaker learner. The conference contributed a lot to building up an awareness of the special needs this population has as well as offering guidelines of how to teach these pupils effectively.

A special course is being planned to train teacher-counselors to work with teachers who teach pupils from socially-disadvantaged backgrounds.

Various programs are being evaluated for summer programs for sixth grade pupils, with the aim being to improve the pupils' English and prepare them better for the seventh grade.

■ Teaching Licences for "Translation Skills"

The Ministry of Education has decided to issue special Teaching Licences for teachers of the subject "Translation Skills", and teachers of this subject will have to have specific training. A precondition is a teaching licence entitling them to teach English up to Grade 12; and in addition they will also have to acquire specific qualifications in translation. A committee is now considering which academic courses of study in translation will be recognized for this purpose.

■ **Israel Debating Society ("Si'ah vaSig")**

The Society is setting up an English Debating Workshop for pupils aged 14 to 17. Preliminary rounds for the Workshop will take place in late December and in January in various locations throughout the country. Participants will enter the Workshop, which will be held in Tel Aviv March 28 — April 2 1993. Three roundtrip air tickets and a one-week orientation visit to Washington DC are among the prizes offered. Further details are available from the offices of the Society, telephone 03-540-7576.

■ **New Publication for Teachers: "A TEACHER'S GRAMMAR OF THE ENGLISH VERB"** by the late Menahem Dagut, edited by Batia Laufer

The writing of this book was undertaken by Menahem Dagut in the firm belief that the linguist can help the language teacher by providing better information about (a) the communicative functioning of the foreign language being taught and (b) the relationship of this language to the native tongue of a given group of learners. Menahem Dagut did not finish the book, which has been completed with chapters by Batia Laufer, Nelson Berkoff and Eddie Levenston. Chapters are: Morphology of the Main Verb, Main and Auxiliary Verbs, Types of Question, Tense, Aspect, The Modal Auxiliaries, Mood, Voice, Conditional Sentences, Verb and Particle Combinations.

Teachers will find this book very useful in their work, and should use it in conjunction with two publications issued by the Ministry of Education: "*The Contrastive Analysis of English and Hebrew*" and "*Teaching the Pedagogical Grammar of English*"

NEW BOOKS APPROVED BY THE MINISTRY OF EDUCATION

■ **HEYDAYS by Judy Yaron** (Eric Cohen Books)

HEYDAYS is an integrated coursebook for the second year of learning English. The book aims to develop a feeling for the sound of English and to help pupils to produce English speech as well as to establish the skill of reading. Reading is approached from several different directions so that different learners have a stock of tools at hand.

The content reflects the world of Storyland, revolving around kings, queens, princes and princesses. The stories are told as spoofs, inviting teachers and pupils to laugh. The grammar patterns follow the requirements of the official curriculum. These are always presented in context and, after simple and brief statements of the rules, invite practice in context.

The book is accompanied by a 90-minutes audio-cassette, a set of 100 picture flashcards and a very detailed Teacher's Guide. The guide provides a step-by-step methodology for every exercise and offers a rough division into lessons.

■ **TRAVEL THROUGH ENGLISH by Sheila Davis and Carol Dickstein** (Eric Cohen Books)

TRAVEL THROUGH ENGLISH is an integrated coursebook for the eighth grade. it is targeted for use in B-level classes or in heterogeneous classes. The book consists of eight units. The themes are developed through a group of teenagers who are chosen by a Pupil-to-Pupil program to represent Israel in five different countries. The countries form a thematic basis for the book, which also deals with many other issues. The situations faced by teenagers broaden the pupils' knowledge of the world and of customs other than their own, while giving them the opportunity to identify with the teenagers who have problems and interests similar to their own.

All activities are task-oriented, thus giving the learner a feeling of accomplishment and success. Every unit concludes with a Test Yourself section, intended to be used for self-evaluation by the pupils and to aid the teacher in ascertaining the areas in which a particular pupil has difficulties.

The Teacher's Guide provides suggestions and worksheets on ways to utilize the materials, providing activities for both the more advanced and weaker pupils.

■ **NETWORK by Paula Friedland** (Eric Cohen Books)

NETWORK is an integrated coursebook targeted for use in average 9th-grade classes. The book consists of ten units, each of which deals with a theme relevant to the age group. Every unit includes sections which focus on the four skills: speaking, listening, reading and writing. Each of the ten units features a particular grammatical structure, which is presented in context in both listening and reading passages.

Explanations are followed by carefully graded practice exercises, which usually require answers on the level of recognition rather than production.

The book contains a wide variety of listening comprehension activities. The texts and tasks are semi-authentic. In the first half of the book, the listening is presented before reading, thus serving as both contextual and lexical preparation. Gradually, changes are made in the format until listening and reading become independent activities.

An extensive reading section is provided at the end of each unit. Mark Twain's novel *The Adventures of Huckleberry Finn* has been adapted to the grammatical and lexical level of the target audience. The tasks provided for this section demand a general understanding rather than a focus on detail.

The accompanying Teacher's Guide offers suggestions for the expansion and adaptation of the material for more— and less—able pupils.

■ **THE JUNIOR FILE - FILE 3: ENGLISH FOR TOMORROW AND BEYOND by Elite Olshtain, Tamar Feueurstein, Miriam Schcolnik** and **Binnie Zerach** (University Publishing Projects)

The third book in the JUNIOR FILES series is intended for higher intermediate students. The book incorporates the structures and vocabulary recommended for the 9th grade in the English Curriculum, but due to the topics and level of the reading passages and to the types of activities, it is suitable for higher levels as well.

Each unit is thematically organized around subjects of interest to young adults, enhancing student involvement and meaningful use of language by providing interesting facts and information. There is abundant reading material including science fiction, human interest stories, jokes, poems, realia, etc.

The book is organized in sets of sequenced activities. Activities are usually sequenced from exposure to production tasks. They lead naturally to one another and are authentically motivated, so there is a real purpose for speaking, reading and writing. Students are encouraged to express their opinion. FILE 3 also teaches students how to conduct small-scale research studies.

The book is accompanied by a Teacher's Guide.

■ **MEETING PEOPLE by Anna Sotto** and **Janet Ohana** (Eric Cohen Books)

MEETING PEOPLE is a coursebook for tenth-grade pupils who intend taking the Gemer examination. Each unit introduces a person in a particular work situation. Pupils are exposed to simple dialogues and short passages, as well as to real-life texts such as newspaper headlines, forms, advertisements, etc.

The methodology is based on an integrated approach to language learning, emphasizing comprehension rather than production. Therefore, the emphasis is on the receptive skills of listening and reading. Grammatical structures are not taught explicitly, but are incorporated into the text and taught as useful phrases. Every unit ends with a TEST YOURSELF section which focuses mainly on vocabulary. The tests allow pupils to monitor their own progress. A Review section is included after every three units.

The audio-cassette contains the listening texts as well as some of the reading texts.

■ **FREEWAY by Ronald Green** (University Publishing Projects Ltd.)

FREEWAY is an integrated coursebook for 12th grade Gemer and 11th grade 3-point Bagrut pupils. The book's approach is to try to avoid those methods that may have been responsible for a loss of motivation in the past. Thus rules of grammar are not included in the book, but have instead been set out in the Teacher's Book. The teacher can then use his/her discretion as to how, when or whether to teach "grammar" as a set of rules.

Each unit has a central theme which includes various reading passages. In addition to the "formal" passages, where pupils learn to understand and answer questions about the text, there are shorter articles where pupils show their comprehension by following instructions and doing specific tasks. The various exercises, tasks and activities in each unit have been designed to serve a direct learning or reinforcement function. Emphasis has been put on vocabulary, and this is built up gradually throughout the book. An audio-cassette contains both authentic and simulated English for practise in a variety of listening activities.

SUPPLEMENTARY MATERIALS FOR USE IN THE CLASSROOM

■ **INSIDE STORIES by Nancy Raz** (Eric Cohen Books)

INSIDE STORIES is written for 10th graders and takes into account areas of interest and topics appropriate for this age gorup. The stories were chosen specifically to motivate pupils to read in English and to help them overcome difficulties in doing so.

Each unit includes exercises in four different areas: *Did You Understand?*, which not only checks comprehension but also asks for pupils' opinions, thus going beyond comprehension to inference and drawing conclusions; *Building Your Vocabulary*, which works on lexis and idiomatic language in order to reinforce and deepen the pupils' range of vocabulary; *A Closer Look*, which affords pupils an opportunity to look at a literary point evident in the story, plot, character development, etc.; and *Express Your Opinion*, which contains additional thought-provoking questions about issues raised in or by the story, providing the opportunity to show pupils that literature is universal, and that it can relate to their own lives.

■ **WRITING. A WORKBOOK FOR THE UPPER GRADES by Carol Goldfus and Pnina Rosenbluth** (University Publishing Projects)

WRITING is designed to develop the learner's writing skills throughout the last three years of the upper division — 10th to 12 grade. The oral skills taught in the first two chapters are the springboard for the gradual development of writing abilities, culminating in free writing in the various genres required by the Ministry of Education and Culture.

The book serves the pupils over the whole period for reference and review, providing a record of their gradual development and a framework for further individual production.

Through constant use of the laminated chart, the learner implements clearly-defined criteria of evaluation and acquires practice in self-editing.

The accompanying Teacher's Book features a detailed methodology of "enabling constraint," suggested answers for the required exercises, and a kit of additional activities, assignments, and tests.

■ **Newspapers in Simplified English**

The GOOD TIMES Publishing Company issues the following monthly newspapers:

ABC Times — for Grades 5, weaker 6, good Grade 4.

Just for You — for Grades 6 and weaker 7.

Good Times — for Grades 7, 8, 9.

Bagrut Times — for Grades 11, 12. News stories, features, Bagrut-style passages and exercises, glossary.

Address: GOOD TIMES, P.O.B. 3576, Jerusalem 91035, Tel: 02-437153.

THE JERUSALEM POST publishes the following monthly newspapers:

Hey There! — for Grades 7–9, and less advanced pupils in upper grades.

Student Post — for Grades 10–12.

Yours — for weaker older learners (GEMER or less). Short news items and features, amply illustrated, glossary.

Address: THE JERUSALEM POST, P.O.B. 81, Jerusalem 91000, Tel: 02-551651, 02-551616, Ext. 293.

■ **New English Syllabus for Schools** (repeat notice)

Every teacher and student-teacher should possess a copy, since the syllabus is not just a catalogue of structures, items and aims, but a guideline to methodology and classroom practice. Chapter headings are the following:

PART ONE: *RATIONALE* — 1. Aims and Objectives; 2. Communicative Competence and Performance; 3. Communicative Methodology; 4. Differential Syllabus for Less-Able Learners; 5. Evaluation of Pupils; 6. Courseware.

PART TWO: *GRADED OBJECTIVES* — 7. Objectives for Primary School, Intermediate School (Division), Upper School (Division); 8. Grammar Programme; 9. Lexicon; 10. Script Handwriting; 11. Punctuation Rules to be Taught; 12. Some Recommended Situations and Topics; 13. Addendum: Teaching English to "Native Speakers".

The syllabus is available from the publishers "Maalot", Rahov Karlebach 29, Tel Aviv; Mada, Herzl 49, Haifa; Radik, Gershon 25, Beersheba; Lotos, Allenby 99; Tel Aviv; Tamir, Ben-Yehuda 2, Jerusalem; Eric Cohen Books, Rehov Hasadna 7, Raanana, P.O.B. 2325 (Tel. 052-453206, 455345).

ANNOUNCEMENTS FOR BAGRUT TEACHERS AND EXAMINERS

LISTENING COMPREHENSION TEST, Summer 1992

Nearly two years have passed since Leonard Bernstein died, and I would like to say a few words about that great musician..

In October 1990, Leonard Bernstein, the world-famous conductor, pianist and composer, died at the age of 72. At the end of September of that year, Bernstein announced that he was going to retire because of ill-health. Even so, his death came as a shock to us all, for at times he seemed immortal. It seemed that he would live forever. Ever since Bernstein became famous nearly 50 years ago, he lived his life in the same way as he conducted an orchestra: we will always remember him standing in front of the musicians and conducting the orchestra with all his heart and with passionate enthusiasm. In the same way, he also wrote, composed, his music — he was a passionate composer, full of enthusiasm. Not only was he the conductor of an orchestra and a composer of music; he was also a pianist and a teacher. Bernstein was one of the most important musical figures of our age and is considered to be, if not *the* best, then one of the brightest.

He was born in America in 1918 to Russian-Jewish immigrants; he studied at famous schools and also at Harvard University. His father, whose name was Samuel Bernstein, was very upset, very sad, at his son's choice of a career, although, later in life, he admitted, "How could I have known that my child would be such a well-known figure throughout the world? You don't expect your child to be an Einstein or a Leonard Bernstein".

In 1943, the conductor of the New York Philharmonic Orchestra asked him to be his assistant. Three months later, Bernstein conducted the orchestra himself at a public concert and became a sensation overnight. He was the first American to conduct at Milan's famous LaScala opera house in 1953. When he became the musical director of the New York Philharmonic Orchestra in 1958, he was the first native-born American to be named the musical director of a major American orchestra. He was also the first conductor to take the orchestra to South America, Israel, Japan and the Soviet Union. During the years that he was the musical director of the orchestra, which lasted until 1967, millions of recordings made by the New York Philharmonic Orchestra were sold, and the orchestra became very popular. In addition, Leonard Bernstein appeared on television during the 1950s and the 1960s with his television programmes — concerts for young people. Many of his admirers believed that his real success was as a composer of music, and he will always be remembered for having written the music of the famous musical, West Side Story.

However, he seemed to prefer conducting, and devoted much less time to composing. We can say that the more he conducted the less he composed, and when he *did* write

music, he was more successful in writing popular pieces than great classical music. Among the serious works that he *did* write was the "Kaddish Symphony".

With Bernstein, it was always hard to separate the man from the showman. When the Berlin Wall fell, Bernstein was one of the first to be on the scene; he led the performance by the orchestra of Beethoven's Ninth Symphony on that occasion. He wanted to be a great composer like Mozart, but he had to be satisfied with being Leonard Bernstein. That in itself was a remarkable achievement. We will continue to enjoy the recordings that he made for many years to come. We salute you, Leonard.

QUESTIONS

(a) According to the talk you have just heard, Bernstein was a great man:
- i) in the world of education
- ii) in the world of music
- iii) at Harvard University
- iv) in the Russian-Jewish community

(b) In which country was he born?
ANSWER: _____

When did he die?
ANSWER: _____

(c) His father said that:
- i) his son should have chosen another career
- ii) he had expected his son to become a great man
- iii) he was surprised that Leonard had become so famous
- iv) his son was also a great mathematician

(d) The New York Orchestra became very popular after:
- i) they played in the Soviet Union and Japan
- ii) they appeared on television
- iii) Bernstein became famous as a composer
- iv) Bernstein became the music director

(e) What did he like doing best?
- i) Conducting an orchestra.
- ii) Playing the piano.
- iii) Producing TV shows.
- iv) Composing music.

(f) He first became famous when:
- i) he was fifty years old
- ii) he was a student at Harvard University
- iii) he first conducted the orchestra
- iv) he appeared on a television programme

(g) "West Side Story" is:
- i) a musical
- ii) a classical symphony
- iii) a popular song
- iv) a concert

(h) "The Kaddish Symphony" is mentioned because it was:
- i) a serious work written by Bernstein
- ii) a symphony composed by his friend when he died
- iii) the music played when the Berlin Wall fell
- iv) his most successful composition

(i) When the Berlin fell, Bernstein:
- i) was criticized for performing there
- ii) refused to perform there
- iii) conducted the orchestra there
- iv) performed a Mozart symphony on that occasion

(j) "... but he had to be satisfied with being Leonard Bernstein" (as stated in the talk you have just heard) means:
- i) he wasn't at great a composer as Mozart
- ii) he wanted to be more popular
- iii) he was disappointed with his career
- iv) he couldn't be compared to anyone else

E.T.A.I.
ENGLISH TEACHERS'
ASSOCIATION OF ISRAEL
P.O.B. 7663, Jerusalem
אגודת המורים לאנגלית בישראל

by *Brenda Liptz,* National Chairperson

For some English teachers, ETAI means one, perhaps two conferences a year; for others it is synonymous with more frequent branch activities as well. The past summer's conference, convened by *Lois Ben-David* and *Sue Kerman,* was held in true ETAI spirit, drawing a record 900 participants, and included a new feature — general enrichment sessions about literature and art. This highly successful event typifies ETAI, for it embodies continuity, offering us the proven, well-oiled core of the conference we have come to take for granted, together with change — new ideas that add spice and keep up with current times.

Current times for us English teachers mean changes. Inspectors have changed, among them our Chief Inspector. We have already bidden farewell to *Raphael Gefen* and welcomed *Judy Steiner,* and would like to extend a collective greeting to the others who have changed positions. We look forward to as much cooperation as ever, and are pleased to mention that ETAI is planning to tap the resources of retired teachers (and inspectors) in a variety of ways.

Current times also mean dealing with changes in policy and practice. With a new Minister of Education, policy changes will become clearer in the future. One practical change that will be affecting more and more of us is the move back to heterogeneous language classes. While this is a difficult move for many of us, ETAI has a place in smoothing the passage to successful adaptation. Local branches, even groups of teachers from nearby schools, can meet to prepare materials suitable for small resource centres in their classrooms. Teamwork of this sort can make the daunting task of teaching large, mixed-ability classes easier, without completely swamping each teacher with preparation of graded materials on his/her own. Perhaps enterprising people will take the initiative and form groups, coordinating their activities through their local ETAI branch. We can also share ideas on relevant issues such as student autonomy, teaching students to take greater responsibility for their own learning. This together with an understanding of learning styles, can make everyone's work more productive, especially in heterogeneous classes. Hopefully ETAI activities planned for the coming year will relate to the topics of learning styles, student responsibility, self-access materials, and teacher management of all these. It is difficult to plunge into a new situation, but if we

put our heads together and share problems and ideas, the task will surely be lighter.

Several members participated in *British Council* and *BBC* sponsored summer courses in England, and will enrich us with their newly acquired knowledge. Together with the British Council we are planning proficiency courses for new immigrant teachers, and hope to offer a few places to some of our Israeli teachers too. We are examining ways to expand our work with new immigrant and newly-graduated teachers. For old-timers, the next advanced methodology course at Oranim is already being organized for next summer.

While working at providing activities that meet our needs throughout the year, preparations are well under way for the big event — our **Third International Conference: "Dreams and Realities"**, to take place in Jerusalem, 11–14th July, 1993. Well-known EFL personalities from abroad will be attending, and we expect record participation. In addition to all the usual sessions we look forward to, we can expect to branch out with more mini-courses, and specific attention will also be given to English for Special Purposes (ESP) and English for Academic Purposes (EAP).

Without all the dedicated committee members and branch activists, none of these would be possible. I thank them all, and wish them and the whole English-teaching family a successful year.

ENGLISH TEACHER!

If you are not already a member of E.T.A.I., then you ought to be! Fill in the coupon and send it to ETAI, POB 7663, Jerusalem.

Dear ETAI,

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E.T.A.I.
ENGLISH TEACHERS' ASSOCIATION OF ISRAEL
P.O.B. 7663, Jerusalem
אגודת המורים לאנגלית בישראל

10th ETAI NATIONAL SUMMER CONFERENCE

Wednesday — Thursday, July 8-9, 1992
Hebrew University, Jerusalem, Mt. Scopus

"READING MAKETH A FULL MAN" — Francis Bacon

We chose the subject of reading as the theme of the summer conference because we felt that in this age of computers, video and cable TV, reading has been rapidly losing ground among our students. For us, and for many teachers, the special value of reading remains a skill and a pleasure that we are not ready to give up on so easily.

Two special features of the summer conference, which we hope will be adopted and adapted in future conferences, were "A Reading Room" in which there were continuous displays of readers, as well as a number of sessions and other events; and "Enrichment Sessions" — lectures on various topics that we thought might provide some personal enrichment for teachers besides the professional lectures. These sessions were well received and we hope will be continued, with perhaps some changes in scheduling times.

We were fortunate enough to have several visitors with us at the conference: Sheelagh Deller from the Pilgrims Language Courses; Elliot Roth, U.S.I.S. Fulbright Lecture; Anita Pincas from London University; Alison Cairns from Scotland and Judith King, Longman's Publisher of Readers.

Sue Kerman and *Lois Ben-David,*
Summer Conference Convenors

10th ETAI NATIONAL SUMMER CONFERENCE
SELECTED PRESENTATIONS FROM THE CONFERENCE PROGRAMME

PLENARIES:

Raphael Gefen:	Knowing "Why" And Not Just "What" — The Case For Raising Consciousness (Awareness) Among Pupils
Sheelagh Deller:	(Guest Speaker, British Council): Who Does What In The Classroom
Sheelagh Deller:	Reacting To The Learner

Judy Steiner:	Teaching Heterogeneous Classes

WORKSHOPS, LECTURES, DEMONSTRATIONS:

Rosie Goldbarg:	Games — Making The Learning Process More Fun! How to make and use home-made games
Zohara Barzilai:	A Program for Grades 5 and 6 and Weak Grades 7 and 8. Adaptations of commercial posters and short stories.
Fay Ginzberg	"Into Reading" — a computerized reading comprehension program of 20 texts, each with pre-reading, while-reading, and post-reading activities, being developed by the Centre for Educational Technology.
Gusta Nagel:	Discourse Analysis in the English Classroom
Marianne Newman:	All My Sons — the bridge between the play and the student
Gillian Berson:	Discipline in the Classroom. A workshop for new immigrant teachers.
Miriam Shep:	Practical Tips on Teaching Translation. Motivating students to take the Bagrut translation course; finding the target student; entrance criteria and exam.
Michaela Margalit:	Minicourse Experimental Project. For teachers tired of frontal teaching.
Batia Lederfein:	The First Year at School. A guide for new teachers — ice-breakers, contacts and contracts, getting to know the right people
Channah Persoff:	Why Write? Should we encourage our pupils to write, and, if so, how?
Esther Lucas:	Student Preferences — Can we Cater To Them? 1500 EFL students in 15 countries have indicated their learning preferences. Should teachers be aware of what students like?
Liora Zayelet:	Some of the Components to be Taken into Account in the Teaching of Speaking.
David Young:	To Be or Not Two Bees — the History and Problems of Spelling; specific classroom problems and solutions.

Elliot Roth:	Microteaching
Avril Rose:	First Steps Towards Literacy
Alan Lipsey:	Some Imaginative Ways of Presenting Grammar
Lieske Blom & Suzanne Cannon:	"Please Read This Article At Home and We'll Discuss It Next Lesson". And Then What...? Ideas for using newspaper articles to generate conversation.
Ilana Kornblueth & Sheila Schoenberg:	Teaching Writing With A Spoonful Of Sugar. A structured and yet communicative way of teaching the writing skills.
Michael Toben:	No Unconditional Surrender. Explaining conditional clauses, their presentation, drilling and communicative use.
Sheelagh Deller:	Group Dynamics. How groups work and what factors make them more or less effective.
Rachel Ash:	Think Heterogeneously — A System That Really Works.
Carol Goldfus:	Reading Comprehension — The Most Important Skill. Part I: How to Teach Reading Comprehension in the Junior High. Part II: How to Teach reading Comprehension in the High School.
Tzilla Kratter and Other English Computer Counsellors:	WordProcessing — QText. A minicourse presentation of QText 2.52 — a public domain wordprocessor.
Boaz Moscovitz:	Wordprocessing — Einstein.
Margaret Porat:	Class Games. Different games which can be used as whole-class activities, how they can be used at any level and adapted for different content.
Susie Secemski:	What Is Dyslexia? Underlying communicative problems and how they manifest themselves in the acquisition of English; approaches to remediation — do's and don'ts for the English teacher.
Judy Segal:	"I can Speak English" — activities to encourage beginners in their first efforts to speak.

Dina Bloom & Zelda Torna:	The Reading-Writing Connection; Using Graphic Organizers To Comprehend And Summarize Texts.
Evan Fallenberg:	Debate in the English Classroom. Improving oral expression, listening comprehension, vocabulary and research skills through exciting topical debates.
Jaye Shlayer:	Reading For Pleasure — An Extensive Reading Program. Ideas for encouraging pupils to become better readers.
Ruth Shemesh:	Spelling — Putting a Little Method Into Madness. Adapted from Kathleen Hickey's method of teaching dyslexic children; aimed at helping all pupils overcome the incongruencies of the English spelling system.
Eleanor Satlow:	Reading Comprehension — Tricks of the Trade. Helping pupils make sense of texts.
Jane Aharoni:	Teaching Gifted Classes: Paradoxes, Perils and Pleasures. What characterizes gifted pupils? What are their special needs? What unique challenges confront their English teacher? Suggestions for an enrichment program to supplement the "nuts and bolts" of the regular syllabus.
Joseph Barnett:	Teaching English Pronunciation Through Phonetics. A language laboratory course based on error prognosis, to improve the pronunciation of trainee teachers.
Jeff Gordon:	"High On English". Drama workshops — how to enliven the class and inspire students.
Judy Dobkins:	Do Your Pupils Read For Pleasure? Intensive and extensive techniques to motivate pupils to read.
Dvora Ben Meir:	Signal CQ — Gabby and Debby — The Same Or Different? Differences between the new Grade 7 TV series and its predecessor.
Lenny Ravich:	How To Begin Your Lesson Feeling Good and End It Feeling Better. Creating a self-nourishing reality in the classroom. A search for the balance

between our "shoulds" and our emotional "needs".

Roann Altman: An Introduction to the "Silent Way". The underlying philosophy, experiencing learning a language the Silent Way, reviewing English materials, applicability to different contexts.

Shaee Zucker: Grammar Through the Holydays. A way to use the holydays for grammar practice and review.

Ilana Tamir: How To Enliven The Grammar Lesson. For the less-able and average learner.

Jacob Solomon: Exciting 10-Year-Olds in English. New techniques tried out in Bet Shemesh.

Yitzhak Ernest: Teaching or Testing — Today's Dilemma. Superimposed regional/national achievement tests pose the question: "Is the test a means by which we teach or the end towards which we teach?"

Brenda Liptz: Becoming A Groupwork Groupie! We sometimes have the best intentions when we embark on group work, and the worst possible disappointments when we try it. Suggestions to ensure productive and successful group work.

Lenny Ravich: The Dialogical Attitude As A Condition For Learning. Discussion of the eventual possibility of a mutual relationship between pupil and teacher. The dialogical attitude is the ultimate human interaction. Influenced by Martin Buber.

Sheila Schoenberg: From The Academy to the Field: A Critical Look At The Teacher-Preparation Program. Proficiency, methods of instruction, practice teaching.

Sheila Been: There's More to Reading Than Meets the Eye. Insights into the reading process by offering examples and inviting participants to react. Some criteria for judging the readability of texts are suggested.

Rachel Bogin: Why and How Children with Learning Disabilities Should Learn English. Freeing children who are having a "hard time" at school from learning a

second language doesn't help them solve their problems. They should be taught — using the right method.

Menachem Kasdan: Thinking Patterns & Expressing Them. NLP for Educators. Recognizing thinking patterns and their expressions can be very helpful for teaching teachers and studying students. An introduction to Neuro-Linguistic Programming (NLP) for educators.

Marion Lupu: "Exits and Entrances". How are certain words/phrases accepted by a language (historical circumstances, laziness, linguistic 'crazes', inventiveness) while others are practically forced out of the linguistic arena?

Alan Lipsey: Practical Tips for Hard-Pressed High School Teachers. Ideas for teachers who would like to make their lessons more interesting.

Ditza Verter: Techniques for Classroom Management with Weak Students. Methods to help advance weak students by capitalizing on student strengths, thus enhancing proficiency, student independence, as well as classroom management.

Orna Dar-Ramot: Using Advertisements for Teaching English. Since we are all constantly surrounded by advertisements, language teachers can make use of their different elements (slogans, pictures, texts, logos) in teaching.

Penny Ur: Helping Them to Remember. Language learning is largely a question of remembering things. What does 'memorizing' involve? Some ways of helping students remember new language.

Jeff Gordon: "There's Reading and There's Reading" - Drama as a tool to explore the different meanings of a text. A practical workshop covering a wide range of drama techniques.

Peggy Barzilai: Games and Other Teaching Materials for the Dyslexic Learner. Materials which can be useful on an individual basis or in a classroom situation with the emphasis on reading difficulties.

Randi Bluestein:	Enrichment for English Speakers in the Elementary School. Extension and expansion of topic-related materials and activities for English speakers in heterogeneous classes through the use of self-contained learning centers.
Sheelagh Deller:	Student-Generated Activities: practical classroom activities which start from the students' output and lead to the teacher's input. The activities can be adapted to most levels and can be used in small or large classes.
Tsaffi Ben-Shahar:	Using Video In The Classroom.
Lynda Zysblat:	New Pre-Academic Bagrut Examination. For students in the Pre-Academic Centres.
Lynn Timna:	Innovative Enrichment for Junior High and High School. A presentation of units of study combining articles, fiction, poetry, cassettes and film. Current issues of anti-semitism, family relationships, parapsychology.
Anita Pincas:	(Institute of Education, London): Computer Conferencing. A description of methods of national and international computer communication, its potential relevance for English teaching, teacher training, sharing of information.
Valerie Jakar:	Hey, Hey For English Day. Planning an English day or week for all levels.
Shai Aran:	Discipline — Reading Comprehension and Lesson Design. An exploration of skills and strategies associated with successful reading in the context of pedagogical planning of lessons.
Nava Horowitz::	A Self-Study Center. Initiating and encouraging students' independence and responsibility for their learning, using library facilities.
Judy Varon:	Teaching Strategies For The Heterogeneous Class. A variety of teaching strategies for adapting the general textbook to the heterogeneous classroom.
Tova Frankel:	Dyslexics In The English Classroom. Background to the problems of students with learning disabilities.

Michael Toben:	The "Ineradicable" Error. Review of common, persistent and fossilized errors of advanced students.
Tzilla Kratter and other computer counsellors:	Computer Reading Comprehension Programs. For teachers wanting hands-on experience (7-10th Grade)
Shar Even Hen:	Who's Afraid of English? Using puppetry in the classroom.

ENRICHMENT SESSIONS

Shani Shamass:	What You Hear Is Who You Are. Cultural effects on speech and music perception.
Derek Stein:	A Painting Should Not Mean But Be.
Dr. Simon Lichman:	Imagery and Voice In English Poetry.
Professor H. Daleski:	Thomas Hardy: A Victorian Modernist?
Barbara Rush:	Storytelling — You Can Use It.
Patricia Golan:	Changing Gears — What It Means To Be An Israeli Working For The Foreign Media
Calev Ben-David:	(The Jerusalem Post): Language Into Image
Dr. Vivian Eden:	Poetry Translation For Teachers
Anita Pincas:	Methods of Teaching English in Different Countries
Nita Schochat:	Feminist Theory And The Study Of Literature
Alison Cairns:	Coaching Debating Teams
Babette Kaplan:	Teacher Burn-Out. What To Do?
Michaela Ziv and Simona Tzvik:	Computer Courseware Evaluation
Elliot Roth:	Classroom Observation and Peer Coaching

NEW DIRECTIONS FOR ETAI — Financial report by ETAI Treasurer, Stephen Schulman, followed by a panel discussion reviewing the past achievements of ETAI and looking to the future.

RECEPTION — Co-sponsored by British Council; Farewell to Chief Inspector Raphael Gefen; Welcome to new Chief Inspector Judy Steiner.

ENTERTAINMENT — Betty Klein

ETAI SPRING CONFERENCE; HAIFA 1992

SELECTED PRESENTATIONS (Note: presentations also given at the Summer Conference are not listed separately here):

PLENARY: Dr. Elisheva Barkon, "The Role of Proficiency in Second Language Reading Comprehension"

LECTURES AND WORKSHOPS:

Shelagh Rixon (British Council guest speaker); "Using Games in EFL"
Irit Kupferberg, "Adapting the process-oriented writing lesson to our heterogeneous reality"
Leslie Cohen "Creative writing"
Sandy Aaron, "You wouldn't believe what you can do with a song"
Margie Peleg, "Bart Simpson teaches us grammar"
Yehudit Od-Cohen, "Developing reading comprehension skills"
Joan Weisman, "Special activities for special dates"
Atara Magid, "Discipline — a recipe"
Malka Ashkenazi, "Creative writing"
Sue Kerman, "Using newspapers in the classroom, with a focus on heterogeneous classes"
Gaby Shoshani and Rivka Bar-Hama, "Bridging the 21st century and classroom activities"
Lily Vered, "English for 4-point Bagrut — a video demonstration"
Edna Collins, "Recipes, recipes, recipes for teaching late starters (with an emphasis on dialogue journals and listening comprehension)
Marilyn Rosen, "Discipline in the classroom". Building a system to avoid and cope with classroom discipline problems.
Judy Steiner, "How not to lose your head in a heterogeneous classroom"
Dee Stein, "Adapting materials creatively"
Ruth Zilberman, "Getting your 6th grade students ready for Junior High School"
Rachel Alon, "English for class parties"
Sharon Kalujni, "Teaching new immigrant students"
Tali Menkin, "What do EFL readers do when they encounter unfamiliar words in reading? What can we do in class?"
Arlyne Gozali, "Poetry and word processing"
Devorah Beth, "Integrating the four skills in teaching literature"
Jeff Gordon, "Drunk on Eveline" — a dramatic approach to texts

(NOTE: Both the Spring and the Summer Conferences included Publishers' Presentations of new EFL textbooks and other publications)

DYSLEXIA AND THE ENGLISH TEACHER: Abastract of lecture and workshop at the ETAI conference, presented by *Susie Secemski,* initiator of study center for dyslexics at the Hebrew University Secondary School

The introductory lecture explored some of the clusters of problems dyslexic pupils experience in the following areas: sequencing, visual perception, visual memory, auditory memory, eye-hand coordination, short-term memory, synthesis/analysis, laterality (directions: right and left), and dysnomia. It was demonstrated how the above problems might cause difficulties in cncentration and organization. The teachers became aware of how each difficulty would affect the acquisition of English language skills by Hebrew speakers who suffer from specific learning difficulties.

A display of multi-sensory materials and games offered a glimpse as to the basic approach to remediation. Some suggestions were offered which could be used in the general classroom, such as memory devices for learning spelling.

During the workshop, the teachers suggested ways in which the English classroom teacher can help to alleviate some of the difficulties:

1. Once aware of the pupil's problems, try to put yourself in his shoes. (We tried to "experience" his eye-hand coordination problem by trying to copy a design using only a mirror reflection. All teachers should try this task in order to simulate a fraction of a dysgraphic pupil's frustration.)
2. Write very clearly on the board. Give instructions clearly, one at a time. Let the dyslexic pupil sit up front, so that he can see without being distracted.
3. Give *positive* feedback. Find some strengths to develop and praise him for, in order to build self-esteem. Correct only a *few* select errors in written work (no red pens!)
4. Offer alternative ways of recording answers, if the pupil cannot cope. Any recommendations that have been made in his formal assessment should be honored throughout the year (and *not* only on the Bagrut), e.g. ignoring spelling mistakes, extra time on a written exam, or recording the exam on tape.
5. Ask another pupil to record the homework using carbon paper, so that he can give a copy to the dyslexic pupil.
6. Have patience! Do not put him under pressure. He processes information slowly because of his difficulties. Encourage him to produce answers (even orally!) in a relaxed, supportive environment.
7. Try to offer study skills and metacognitive training, which will benefit all pupils.

Finally, in the words of Dr. Harry Chasty:

> If he cannot learn the way we teach, can we teach him the way he learns and then go on to extend that learning experience — thus teaching the student to learn *HOW* to learn?

8. Encourage him to get remediation by a trained specialist if he cannot cope in spite of the teacher's support.

* * * *

ETAI CONFERENCE SUMMER 1992: Classroom Management of a Dyslexic Student, presented by *Tova Frankel,* Yeshiva Tichonit Matei Binyamin

There are several factors which contribute to failure in reading and/or learning in general. The first is a *lack of experience*: to illustrate, a Chinese newspaper is indecipherable, if you've never learnt to read Chinese. *Stress* is another factor involved in failure. A tragic example of how stress can affect learning are the deaths that resulted from failing to follow the simple instructions for the wearing of gas masks during the Scud attacks. Some of these failures in learning led to death. Finally, the *ability to learn* is a prerequisite of learning. A consistent range of abilities is needed in order to learn at school. A normal range of abilities includes slight deviations from the norm for that person. Students with specific learning disabilities have a wider gap between the varying abilities, with specific and distinct difficulties, thereby not presenting a solid foundation for learning. This workshop presented some problems that arise in a typical classroom with dyslexic students and suggestions for their management.

Learning in a classroom situation conforms to a general structure which consists of *receiving information, storing the information in retrievable form and using the information when called upon.* Receiving the information depends on having auditory, visual and motor systems operating simultaneously while focusing on what is important and needs to be remembered, in conjunction with organizing the data into a coherent unit. Storing ideas in the brain's memory bank so that they are recallable entails classification of knowledge and encoding the information. Information has to be retrieved and then expressed in writing or orally, depending on what is demanded, for learning to be complete.

How can classroom teachers help?

Material must be organized and presented in a structured way. New material must always be linked with previously learnt material in a logical progression. Whenever auditory, visual and motor labels are given, the chances of remembering are multiplied. Humor or exaggerations greatly increase the efficiency of learning and remembering. Classification of items into related lists decreases the amount of material to be remembered. In short, organization and memory aids are the key to the actual assistance given by a teacher to help the dyslexic student learn to learn.

Scheduling quizzes is one way a teacher can be assured that the work will be reviewed at the correct intervals of a day, a week and a month for efficient memory storage. Exercises or quizzes should be done with the rules available at the first stage of study, followed by tests in which the student supplies the rule, example sentence or both along with the answer. In this manner the type of error can be discerned. Was it an error of comprehension or manipulation? More importantly, the student can be made aware of where his weakness lies. A student armed with this knowledge knows what to expect and will be able to control his frustration when he doesn't succeed.

The non-dyslexic student internalizes strategies from his learning experiences, whereas the dyslexic student needs to be taught skills in a direct and structured manner. Therefore, reading comprehension strategies which are similar to

speedreading techniques and can make any reader more efficient should be taught. Students whose verbal and listening skills are superior to their literacy skills should do much of the reading comprehension along with a recording, thereby reducing frustration and stretching their skills. Conversely, for students whose reading is more advanced than their listening skills, a written text should be provided when doing a listening comprehension exercise so that they too will be improving weaknesses by using strengths.

Teachers can help the dyslexic student maximize his learning in the regular classroom. Nevertheless, the classroom English teacher cannot replace the specialist teacher. The best results are achieved when a specialist teacher and the classroom teacher work as a unit knowing what can be demanded of the student and how he learns. The English teacher is more than a teacher of English. We are teachers of learning.

* * * *

CONFERENCE WORKSHOP: First Steps Towards Literacy, presented by *Avril Rose,* Kfar Saba

My discussion commenced by looking at the child's natural or developmental steps towards literacy from birth until formal language learning. We looked at the exposure and nurturing provided (or lacking, in some cases) by the child's environment and its long term effect on language acquisition and the reading and writing process.

We then discussed the specific problems encountered when reading, writing and spelling English — due to the nature of the English language system. This was intended to create an awareness of the difficulties experienced by learners of English as a foreign language. We analysed an article from Time magazine — a couple of people per paragraph — counting up the words that could be read by a direct sound-symbol correspondence (not taking into account letter combinations) as often taught initially in grade 4. Excluding names, we found 91 such words in an article of 756 words i.e. about 12%. How realistic is it then, teaching pupils that deciphering 'nip' 'pat' and (G-d forbid) 'hac' is Reading? This exercise in phonics is necessary and useful (other than 'hac') in the early pre-reading stage — but it can't truly be defined as Reading. At the very least, the words should be meaningful to the reader.

When introducing the pupils to Reading in the true sense of the word-viz. extracting meaning from text — we encountered a further set of problems. Pupils soon learn to read the word 'head' (ea = ĕ or a short e sound) but that doesn't help them read 'meat' (ea = ē or a long e sound) or 'steak' (ea = ā or a long a sound). So how do they tackle new 'ea' words?

What about Writing? We looked at the word 'steak' with a medial long a sound. How can a foreign language learner know when writing, which of the following possibilities of the long a sound to choose from:

a	as in *a*pron	hence 'stak'
a-e	as in b*a*k*e*	hence 'stake'
ay	as in p*ay*	hence 'stayk'
ai	as in p*ai*d	hence 'staik'
ei	as in v*ei*n	hence 'steik'
eigh	as in *eigh*t	hence 'steighk'
ey	as in th*ey*	hence 'steyk'

or ..... ea.

We concluded that although phonic strategies and spelling rules are needed for Reading and Writing — word recognition (global reading) and a good visual memory (for recall) are the skills which predominate in proficient reading and writing.

We then looked at the transference of literacy skills from Hebrew L1 to English L2 or, in the case of Arabic speakers... L3. We discussed how the teaching of L2 Reading and Writing differs from L1.

Thereafter, we considered the importance of early teaching methods so as to answer the question: 'Can we inadvertently retard the learner in his acquisition of literacy (L2)?' We looked at examples from grade 4/5 English textbooks currently in use in our school system (names of books and authors purposely not quoted) and discussed them. Examples given were as follows:

1. Providing letter discrimination exercises which include reversals. eg. e es ecse (circle the letter which matches the example)
2. Exposing the pupils to 'words' that contravene basic spelling rules. eg. hac bac
3. Exposing pupils to 'words' which sound right but are visually incorrect. eg. hed pix prest yeld (follows 'yell' on word list) ment plow ded det
4. Exposing foreign language (!) learners to 'words' which are meaningless. What is Reading? eg. et ed kent ked zen
5. Providing words to be read which are unrelated, obscure and not within the repertoire of a 4th or 5th grader. eg. wright yonder vespers knell. Why waste their time?
6. Limiting exposure to words which can be sounded out-calling this 'Reading'. This is unrealistic in terms of providing a text which is meaningful and age appropriate. A phonetic strategy (sounding out the words as opposed to recognizing them) slows down reading — making it less efficient and less comprehensible.

This was followed by a discussion on how the acquisition of iteracy could be promoted.

My purpose was to encourage an awareness and the critical evaluation of teaching methods and teaching materials. I commented that no textbook is perfect — teachers should trust their own judgement, omit inappropriate material and supplement where required.

Time ran out before we were able to discuss teaching methods suitable for a 4th grade heterogeneous class. Those that stayed behind, enthusiastically forgoing their next

workshop (and doing me out of mine!), were able to look at visual aids and teaching games.

I was left with the impression that my audience, although interested in exploring theoretical questions, would have welcomed in addition a practical teaching demonstration. Perhaps a thought for a future ETAI workshop.

* * * *

CONFERENCE WORKSHOP: STUDENT PREFERENCES. CAN WE CATER TO THEM?

presented by *Esther Lucas*, Herzlia

Introduction: Student preferences often appear to be ignored as a source of motivation in the EFL classroom. The literature claims that motivation helps learning and motivation is a powerful factor in second language acquisition (Ellis 1990). Though Ellis does not know how it affects learning, he believes that the careful selection of tasks is important to both achieve the right level of complexity, which can create opportunities for success and foster intrinsic interest. Gardner and Lambert (1972) note three kinds of motivation:

1. When the goal is functional (ie. passing exams).
2. When the goal is integrative (wanting to identify with a cultural group).
3. When tasks motivate (interest felt in performing tasks).

Purpose: Because of the possible influence of likes and dislikes on motivation, a survey of students' learning preferences regarding EFL classroom tasks was initiated. It was felt that the results might help the teacher do what O'Malley and Uhl (1990) and many others recommend, that is to include activities in the lesson that address the needs of students' different learning styles. The aim then of the survey was to find out what students actually like doing.

The Survey: Questionnaires were prepared consisting of 12 items, two of which are settings (Pair work and Group work), and the rest tasks or activities. Students were required to answer in a continuum (Not at all, A little, Quite a lot, Very much) as to how much they liked the activity. They were asked not to write anything if the activity was unfamiliar.

The Questionnaire: The following activities appeared in the questionnaire. The first two were concerned with grammar or vocabulary. They were 1) Filling in missing words in sentence or text, and 2) finding similar words or opposities in a text. The next two referred mainly though not exclusively to reading comprehension, namely 3) answering multiple choice questions and 4) Answering True and False questions. 5) was Listening comprehension with questions. 6) and 7) were about reading, Silent reading and Taking it in turns to read aloud. 8) was Writing compositions, letters etc. 9) and 10) were Working in pairs or groups. The last two 11) and 12) were Role-Play and Acting in front of the class.

Space was provided for comments on what students liked doing in their English lessons, and they referred to talking to the teacher, class discussions, films, videos and popular songs.

The Population: Questionnaires were returned from 1699 students in 24 schools in 18 countries (Argentina, Bulgaria, Canada, Denmark, Finland, France, Germany, Greece, Hungary, Israel, Italy, Netherlands, Norway, Poland, Portugal, Sweden, Switzerland, and Turkey). Numbers responding in each school varied considerably, since no specific number of student replies was requested.

The population was divided into class levels. In classes 5/6/7 — 326 students, in classes 8/9/10 — 837, in classes 11 and 12 — 463, and in Teacher Training classes 73 students.

Hypotheses: The audience was asked to suggest what the hypotheses might be. Comments were elicited about:

1. Less-practised activities such as role-play and acting.
2. Pair and group work.
3. Reading, a) silent, b) aloud.
4. Writing.
5. Listening comprehension.
6. Comprehension exercises such as multiple choice and True/False questions.
7. Vocabulary and grammar exercises, such as filling in missing words or finding antonyms and synonyms in a text.

Participants believed that pair and group work would be popular but were not sure about other likes and dislikes.

Findings were divided according to the following levels, but no statistical analysis was made.

- **A Classes 5/6/7** (4 countries, 326 students)
- **B Classes 8/9/10** (7 countries, 837 students)
- **C Classes 11/12** (8 countries, 463 students)
- **D Teacher Training** (4 countries, 74 students)

1. **Filling in:**
   - **A:** Equally divided between likes and dislikes.
   - **B:** Fairly equal. Positive preferences in Italy and Sweden
   - **C:** Positive preference Finland 70%, Greece 80%. Negative preference Germany 70%, Portugal 63%, Turkey 85%.
   - **D:** Mostly negative.

   Not very popular. Most positive preferences in high school.

2. **Synonyms and antonyms:**
   - **A:** Equally divided. Negative preference in Canada (82%)
   - **B:** Many negative. Germany 66%, Netherlands 90%, Portugal 68%.

C: Generally negative. Liked in Greece (73%) and Hungary (67%), disliked in Finland and Germany.

D: Equally divided, but Israel positive (64%), Poland (67%)

Most negative preferences in high school.

3. **Multiple choice:**

A: Generally liked, particularly Argentina 78%, Israel 92% More positive preferences than in higher grades.

B: Generally liked especially Italy (89%)

C: Positive preferences in Greece 100%, France 84%, and Turkey 85%.

D: Fairly equally divided

Multiple choice seems to be well liked at all levels in spite of not always being pedagogically popular. Some participants suggested that the popularity of multiple choice might be due to the fact that it demanded less effort on the part of the student.

4. **True/False:**

A: Positive preference especially Argentina (89%) Slight negative preference in Netherlands and Sweden.

B: Positive in Italy 95%, Portugal 87%, negative in Netherlands and Sweden.

C: Well-liked in France 84%, Greece 87%, Portugal 82%.

D: Positive preferences in Israel (63%) and Poland (83%).

Results somewhat similar to those of Multiple Choice.

5. **Listening and answering questions:**

A: Mostly negative. 78% negative in Canada.

B: Generally negative except Italy.

C: Mostly negative except Finland. Negative preference in Greece (60%) and Turkey (85%).

D: Equally divided.

This activity appears to be generally unpopular, though positive preference increases as students get older.

6. **Writing:**

A: Mostly negative preferences except in Argentina (57% positive).

B: Rather evenly divided. Italy positive.

C: Generally negative except Hungary (63%). Negative preference in France (81%).

D: Positive preference in Norway and Poland. Negative in Israel (72%).

Writing is generally not very popular.

7. **Silent reading:**

A: Fairly equally divided except in Denmark where most responses were negative. However, many did not answer.

B: Fairly equally divided but positive preferences in Israel (63%) and Italy (81%).

C: Rather more negative than positive except Finland (60%) positive.
D: Mainly positive preference except Switzerland.

One might have expected more interest in reading in the senior classes.

8. **Reading aloud:**
   A: Generally positive, especially in Argentina (78%). This is interesting since some methodologies disapprove of reading aloud. Perhaps there is a correlation with role play and acting which younger children often like.
   B: Positive preference except Netherlands and Sweden. Highest in Italy (66%).
   C: Positive preference in most countries, Greece (62%). Negative in Israel (70%). (Not done much).
   D: Fairly evenly divided, but Switzerland 63% negative.

One might have expected more positive preferences for reading aloud in classes of students who intend to be teachers.

9. **Pair work:**
   A: Very popular, as might be expected. All positive scores were high. Highest Argentina 95%, Canada 92%.
   B: Positive preferences though slightly lower than in junior classes. Highest scores Germany 81%, Italy 94%.
   C: Mostly positive though generally slightly less than in lower classes. Highest in Finland 71%, Germany 88%, Greece 70%, Portugal 76%. Israel 58% negative.
   D: Very positive. Norway 91%, Poland 83%.

Pairwork is popular at all levels, and should probably be exploited. Participants noted that many senior classes are not exposed to pair work.

10. **Group work:**
   A: Positive preference in each school. Not quite as popular as pair work. Positive score in Canada 94% and Argentina 84%.
   B: Not quite as positive as junior classes. Highest in Germany 73%, Portugal 69%.
   C: Much less popular than lower grades. Highest positive preference in Portugal (73%) and Turkey (74%). In Israel negative preference (59%).
   D: All positive. Highest in Norway (87%).

Group work is generally liked though perhaps not quite as much as some course books have led us to believe.

11. **Role play:**
   A: Well liked in all countries, much more so than in older classes. Most liked in Argentina (94%), Canada 68%.
   B: Less positive than in junior classes though generally liked. Most liked in Italy (76%). Negative preference in Portugal (63%).
   C: More negative preferences as might be expected at this level. Hungary 69% and Israel 79%. However, in Turkey the positive preference was 85%.

D: Mostly negative, which perhaps is unexpected for students who intend to be teachers. Highest negative preference in Norway (73%).

Role play, which is popular in junior classes, loses its appeal in older classes probably due to inhibitions.

12. **Acting in front of the class:**
    - **A:** Mainly popular, highest score in Argentina (89%)
    - **B:** Not much liked. In Italy never done.
    - **C:** Generally negative. Most positive France (only 43%)
    - **D:** Generally negative except Switzerland (72%)

Acting is not a popular activity except in junior classes.

ISRAEL

Following a general discussion, students' learning preferences in Israel were presented.

Population:

Level **A**	5/6/7 — 102
Level **B**	8/9/10 — 107
Level **C**	11/12 — 86
Level **D**	Teacher Training — 21
Total	316

1. **Filling in:** Mostly negative preferences at all levels
2. **Synonyms and antonyms:** Evenly distributed. More positive preference at Level D — 66%
3. **Multiple choice:** Generally positive in descending order. A — 92%, B — 75%, C — 59%, D — 58%.
4. **T and F:** Most liked in Level A 73%. Negative in Level C.
5. **Listening comprehension:** Mostly negative. Level B negative preference 67%
6. **Writing:** Mostly negative. Level D negative preference 72%
7. **Silent reading:** Mainly positive. Level A — 60%, Level B — 63%, Level C — slightly negative 41%, Level D — 62%.
8. **Reading aloud:** Positive preference in Level A — 64%. Negative in other grades. Are younger students more extrovert?
9. **Pair Work:** Mostly positive. Level A — 74%, Level B — 59%, Level C-negative 36%, Level D — 72%. The results are similar in the youngest and oldest groups. Senior high school students do not like pair work, possibly because it is less practised at that level.
10. **Group work:** Mostly positive preference. Level D — 72%. Level C — 59% negative preference. Israeli high school seniors seem to prefer working on their own.
11. **Role play:** Positive only in Level A — 60%. Negative preference in Level C — 69%, even though they need it to some extent for "Bagrut".
12. **Acting in front of the class:** All levels have negative preferences. In Level C — 86% negative.

Schools in Herzlia, Jerusalem, Ramat Gan, Ramat Hasharon and Tel Aviv took part in the survey.

Conclusion: The question is how far we might cater to the likes and dislikes of our students. If they like multiple choice should we use more of it? If they dislike role play or "filling in", should we have less of them? If we believe that preferences motivate then perhaps we should pay more attention to likes and dislikes both in materials construction and in classroom practice. Further research is being undertaken.

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'The English Day': ETAI workshop devoted to developing ideas for that 'special event', presented by *Valerie S. Jakar*

I have long noticed that annual class trips or occasional field trips are given time and attention in our schools, so why not an English Day? My enthusiasm for the ideas was further fired when I recently met organizers of the nationwide Language Festivals of Britain. They explained and demonstrated to me the programmes and events which were being run in approximately twenty regions of Britain. Schoolchildren of all ages were participating in competitions or festivals where the focus was prowess in a foreign language. There were events for individual and group participation. All levels of competence were accounted for. As well as the usual debates, sketches and poetry readings, videos and multi-media programmes were produced *by the students* for display at the festivals.

In our ETAI workshop, these ideas were shared with colleagues representing all sectors of schooling. This generated discussion and exchange of further ideas, some relating to people's previous experiences of running such an event. Did the event have to be confined to one day? Could it not be an English week? How can we involve teachers

of other subjects? Ideas and suggestions were extremely varied, reflecting the enthusiasm and creativity of our profession.

We agreed that the 'English Day' can simply be a designated day when English is unusually highly visible and audible in the school. This can be achieved by displaying posters, playing English songs in the recreation periods, or by requesting that some English be used in *every* lesson. More elaborate events can include opening and closing ceremonies, pre-event advertising, distribution of news-sheets, competitions or festivals (for which the students will have prepared energetically!)

Adventurous teachers could consider organizing an 'English Week' in which a number of schools or classes collaborate. Those with access to local radio could arrange for special broadcasts, focusing on the topic of the 'Week'. These were just some of the ideas suggested.

It was clear that the enthusiasm of the group heralded lots of hard work and devotion which, we have no doubt, will yield rewarding results. A feedback session is planned for the next ETAI conference but meantime, the group memebrs are collaborating in their regions, developing various projects. An English Language Festival — Israel's answer to the British festivals — is not yet in sight, but given time and pilot projects, it is not difficult to envisage such a venture.

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SPRING CONFERENCE WORKSHOP 1992: Recipes, Recipes... presented by *Edna Collins,* Kfar Hanassi

Workshop: Recipes, Recipes, Recipes..... with an emphasis on Listening Comprehension for Non-Readers/Late Starters plus Dialogue Journals and a session of sharing of ideas and techniques.

My article, "Listening Comprehension for Late Starters/Non-Readers" appeared in the E.T.J. (Jan. 1989. # 38) after an ETAI conference the same year. I am as enthusiastic today about the techniques I suggested then but I will not go into detail here as that article says it all. Suffice it to say that the main idea of "my" listening comprehension techniques is to help encourage late starters whose understanding ability is far greater than their reading ability, to give them practice in what they know, and to extend that knowledge, thereby giving them the confidence that this type of pupil often lacks to go on. The exercises were aimed originally at eighth, ninth and tenth graders but they can be tailored to any age-group in any class. At least twenty ideas were given at the workshop. I will describe two.

1. The student hears a monologue from which he has to extract information. It could be a news report (Write down the names of all the countries which you hear); A housewife is talking to herself, planning her trip to the supermarket. (Write down the shopping list); A student is talking about which subjects he likes or dislikes. (Write down the list of subjects which he likes). In all cases, the student produces a list which can be written by him in his native language because we are only interested in his listening

comprehension. When checking, the student reads out his list in English and the teacher writes the answers on the chalkboard. Then come all the reading practice techniques using the list on the chalkboard as the foundation.

2. The teacher reads a statement (e.g. general knowledge, numbers, phone numbers, time, etc.) and the student just has to write down if the statement was right or wrong.

DIALOGUE JOURNALS — the best thing that ever happened to me! I brought examples to the workshop. Articles have been written about the subject. Enough said.

I came away from the workshop with the feeling that the participants had gained something from it. I hope that is so.

* * * *

SPRING CONFERENCE WORKSHOP: Drunk on Eveline, presented by *Jeff Gordon*

I facilitated a drama workshop based on the text of "Eveline", reflecting the value of drama in drawing out the meanings of a text. I opened the workshop with a short monologue on Joyce and Ireland, seated at an imaginary Dublin pub, listening to the Dubliners whilst swigging from a bottle of Guinness. Then I introduced a number of drama games (verbal and movement based) as warmups, and moved onto Characterisation work using the characters from "Eveline". This involved a wide range of dramatic techniques. Once the characters were defined, their connections with each other were developed and an overall sense of the atmosphere of the piece was created. The workshop ended with a feedback session. Drama workshops can be used in connection with any text and provide an excellent opportunity for students to express themselves creatively in English. For further information please contact Jeff Gordon at FORUM on 053-650657.

* * * *

ETAI CONFERENCE WORKSHOP: Creative Writing, presented by *Leslie Cohen,* Ein Hashofet

Creativity is inborn, and writing is learned, often by rote. Therefore, creative writing is the final stage in a process that begins with copying and memorizing.

I presented a series of activities that were designed to encourage creative copying from the start. The next stage is guided writing. By introducing specific exercises, guided writing can lead very quickly to creative writing, even at the primary school level.

The exercises were outlined in brief and examples of pupils' work were shown.

* * * *

ETAI CONFERENCE WORKSHOP: "INTO READING" A computerized reading comprehension program, presented by *Fay Ginzberg*

In recent years much emphasis has been placed on the importance of reading comprehension in the teaching of English. Research has given us new insights into the

reading comprehension process. The challenge to the developer of materials — both computerized and conventional — is to translate those findings into practical applications.

Using the tools available on the new authoring facility at the Centre for Educational Technology, CET's English Department has developed a computerized reading comprehension program in English for junior-high students. The program consists of a collection of twenty texts accompanied by pre-and post-reading activities. The texts, which have been specially selected to suit the needs, interests and levels of the students, are presented in an innovative, attractive and motivating format intended to encourage and enhance the English reading experiences of the learners.

Each of the twenty units in the program consists of three main sections.

1) **Pre-reading section**
   The purpose of this section is to lead the reader into the text with adequate preparation and proper expectations as to the content of the text. The pre-reading section consists of a number of activities which deal with the linguistic, textual and pragmatic aspects of the text.

2) **The Text**
   The text itself is accompanied by two main features — glossary and interventions.

   a) The "on-line" English-English/English-Hebrew glossary provides definitions of unfamiliar words in context.
   b) The reading screens are accompanied by interventions intended to lead the learner through the reading process, helping him/her interact with the text and to provide information, insights and motivation where they may be needed. The reader has the option of deciding whether to activate the intervention provided or to go on reading. The interventions, which take the form of metacognitive questions; are: Ask yurself: Do I understand?/ Did I notice?/ Do I need more information?/ Can I guess?/ How close was my guess?

3) **Post-Reading Section**
   There are four post-reading topics: Vocabulary, Reading Between the Lines, Language and Grammar, and Literary Appreciation. In this section the reader is presented with interactive exercises and activities based on the text and focusing on the above four aspects of text processing.

* * * *

ETAI WORKSHOP, SPRING 1992: "Bridging the gap between the 21st Century and Classroom Activities presented by *Rivka Bar-Hama* and *Gavriella Shoshani*
Bridging the gap between fluency and accuracy seems to be one of our major concerns as teachers today. Thanks to many years of concentration on oral communication

activities, students usually become relatively fluent in English. Not all, however, become equally accurate, although they should if they want to do well on the Bagrut examination. Therefore, we ask ourselves what can now be done to improve accuracy without losing what has already been gained in fluency. What opportunities for meaningful accuracy practice can we create for our students?

In addressing these questions, it is clear that we are not interested in going back to traditional frontal teaching, but would rather find new ways and means to activate students within and beyond the limits of class time. We would like to cater to different students' needs and abilities, motivations, and their willingness to invest time and effort in the learning process. It is here that the computer can be of assistance.

In this workshop, several activities were demonstrated integrating two computer programs with classroom activities.

Using the generator in "Questions" by Jimmy Backer, we provided a wide variety of practice in word sequencing and cloze-completion skills in forming questions. These texts were based on role-play activities previously done in class, to be followed by additional oral practice.

Games in "Game Drills — Straight to the Point" by Rivka Bar-Hama and Gavriella Shoshani were integrated with recorded listening comprehension tasks. The vocabulary and grammar drills appearing in the computer games provided the language input, making comprehension of the recording easier.

In conclusion, having computers at our fingertips can provide new ways and means to bridge the gap between accuracy and fluency as we approach the 21st century.

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ETAI WORKSHOP: Use of the Dictionary in Junior High, presented by *Arie Kernerman*

Although many teachers recommend or assign the use of a high-school size dictionary in classes 6-9, I contend that this should be avoided. The large number of unnecessary words and information found in such a dictionary is liable to discourage, frustrate, and "turn the pupil off" from the goal of getting used to the dictionary-using habit at an early stage.

Only an elementary learner's dictionary should be used in classes 6-9. It is easier with such a dictionary to find entries and understand them, its use is more appealing, and the results more gratifying. Thus, the goal of preparing the pupils for a higher-level dictionary is readily achieved.

Participants in the Workshop pointed out that some teachers wrongly think that if their pupils in the Intermediate School use a high-school dictionary it is a feather in their teacher's cap. But in reality it causes more harm than good. Also, the argument that "they will need one in high school anyway, so why make them buy two dictionaries" is not justified.

CLASSROOM RESEARCH – THE TEACHER AS A RESEARCHER

by *Judy Steiner,* Chief Inspector for English

What is your particular problem in the classroom? Do you think that you are doing too much of the talking during the lessons? Or do you feel that too much time is spent going over homework in class? Or that some of your weaker learners do not seem to be making any progress? Do you feel that there are problems of discipline, but you cannot seem to identify what the causes are for the lack of a positive, constructive classroom atmosphere?

How can we, as teachers, identify and analyze the problems in our classrooms and subsequently attempt to try and find solutions? There is certainly no one method of teaching which can solve the wide spectrum of problematic areas that we are interested in improving. "In order to help our learners learn, it is not "the latest method" that we need, but rather a fuller understanding of the language classroom and what goes on there." (Allwright and Bailey 1991: xviii).

How can teachers become active in the process of identifying, analyzing, acting and reflecting on what goes on in the classroom, thereby providing them with the necessary tools with which their teaching and the learning in the classroom can be improved? By departing from the "follow the right method approach" and having teachers involved with classroom-centered research, it is possible to conduct an investigation of language teaching and learning.

What is classroom research, or what is also referred to as "action research"?

> The linking of the terms 'action' and 'research' highlights the essential feature of the method: trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning. The result is improvement in what happens in the classroom and school, and better articulation and justification of the educational rationale of what goes on. Action research provides a way of working which links theory and practice into the one whole: ideas-in-action. (in Richards and Nunan 1990:63)

According to Kemmis and McTaggart, (in Nunan 1989:12), there are four basic

developmental phases for implementing classroom research:

1. Develop a plan of action to improve what is already happening.
2. Act to implement the plan.
3. Observe the effects of action in the context in which it occurs.
4. Reflect on these effects.

How can teachers implement this model of action research in the classroom? Last year, I gave two parallel in-service training courses for English teachers in the Rural Education Division of the Ministry of Education. The main purpose of the course was to try and improve the level of teaching by providing the teachers with new ideas and new perspectives; but most important, it was to provide them with tools they could use to reflect on their own teaching and thereby begin the process of self-development, which they could carry on with independently.

Each teacher went through the process of conducting his/her own classroom research, based on the following guidelines:

1. **DECIDING ON A TOPIC** — What is the situation in my classroom now? What am I not satisfied with or what would I like to improve?
2. **ISSUE ANALYSIS** — Why do I want to change the current situation? What are the behaviors in class that do not encourage learning? What kind of behavior would encourage effective learning?
3. **REVIEW OF THE LITERATURE** — What does the literature tell me about different approaches or techniques relevant to the issue I have chosen? What are my possible strategies?
4. **DEVELOPING A PLAN OF ACTION** — After reading the literature, what plan of action can I devise in order to improve what is actually happening?
5. **ACTION** — Implementation of the plan of action in the classroom.
6. **OBSERVATION** — What happened in the classroom as a result of the plan of action? Data can be gathered by having a colleague observe lessons, by recording lessons, by having the pupils answer a questionnaire, etc.
7. **EVALUATION** — What were the effects of the plan? Were the desirable behaviors achieved? Why, or why not? What could be done differently for the next time?
8. **CONCLUSION** — What have I learned? What advice could I give another teacher regarding the issue that I have focused on? Are there other issues that I would now like to explore?
9. **BIBLIOGRAPHY**

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How might these guidelines be translated into classroom research of a specific problem in the classroom? The following is an example of choosing an issue in the classroom and going through the different stages:

1. **DECIDING ON A TOPIC** — In my classroom. I have noticed that there is too much teacher-talk during the lesson. I am not satisfied with the situation as I am aware of the importance of having the pupils express themselves orally in English.
2. **ISSUE ANALYSIS** — My aim is to increase the amount of pupil-talk in each lesson, instead of the pupils sitting passively and listening to the teacher. I also hope to be able to provide situations where not only the quantity of speech will be greater, but where the pupils will have the opportunity to use a wider variety of speech.
3. **REVIEW OF THE LITERATURE** — After reading the literature on alternative classroom arrangements, it appears that by having the pupils work in groups or in pairs, there will be more opportunities for them to express themselves.
4. **DEVELOPING A PLAN OF ACTION** — Based on what I have read. I will adapt the materials in the textbook. and plan for activities which include pair work and various group work methods.
5. **ACTION** — My lesson plans will incorporate pair and group work. Each lesson will include activities for facilitating oral work.
6. **OBSERVATION** — By recording my lessons on a tape recorder, I will be able to analyze if I am talking less and the pupils are talking more during the lesson.
7. **EVALUATION** — As a result of working in groups, I might find that this had an effect on the general learning atmosphere in the classroom. Perhaps pupils will be more involved in what is happening in the classroom and take more responsibility for their own learning. However, I might find that group work was not effective in facilitating oral work, as the pupils did not carry out the assigned task.
8. **CONCLUSION** — Based on my findings, I will be able to report to colleagues, share with them my experience, and discuss together how I might make group work more effective, thereby starting the cycle of action research once again.

The teachers' feedback of conducting classroom research was extremely positive. They felt it was a learning experience as it:

— allowed them to identify problems or areas of interest;

— helped them to clarify their feelings and personal theories;
— required them to be explicit in the writing of their papers;
— exposed them to professional literature;
— integrated theory and practice;
— taught them to be analytical while observing lesson;
— encouraged reflection;
— provided them with tools for further self-development.

The following are summaries of classroom research projects which were conducted by two teachers:

1. **Pupil Interest and Motivation** — In a tenth grade Bet class, most of the pupils are not motivated to learn, despite attempts made to change and vary the topics and methods. I found myself part of the old "chicken or egg" dilemma. Has student apathy and lack of motivation led to the discipline problems, unmanageability and lack of progress characteristic of this class, or has this lack of interest and motivation been a result of the discontent and dissatisfaction? I believe that there is a real need to get the focus back onto the pupils, so that they will learn how to take responsibility for their learning.

The strategy that I have chosen is an attempt at a learner-centered classroom, with individualized and small-group study. The learners will be offered a variety of subjects to choose from, and will be encouraged to suggest some of their own. The pupils will construct their own learning schedules. Once the pupils have made up their plans, they will be expected to follow them for the stated period of time. At the end of that time, they will be asked to evaluate their learning experience. It is hoped that through this experience they will have learned not only about responsibility and motivation in learning, but also some English as well.

Overall, I believe that in terms of the goals I set at the beginning of this project, i.e. to motivate students to learn and to take responsibility for their learning, the learner-centered classroom was a success. I intend trying it again, with some changes. (Teacher: Hanna Peretz)

2. **Work Cards as a Tool in a Mixed-Ability Class** — Working, as I do, in a school for children where most come from deprived or difficult backgrounds and some are new immigrants from Russia or Ethiopia, I face the difficult problem of teaching, in one class, children who have studied English before and know the language well, and others who have not yet picked up the language.

Using work cards would allow each child to work individually on his own level. The cards were distributed to the children according to their ability and it was explained to them that the purpose of the exercise was to see how well they could work independently. They were told that the cards had clear instructions and examples and that it was expected of them to understand them without too much interference by the teacher.

The results were over and above anything I had expected. The pupils responded with enthusiasm. The children all seemed to enjoy working independently and were loathe to leave off in the middle when the bell rang. There were no discipline problems and the class seemed much quieter and more absorbed in their work than usual. The fact that they could check their answers on the spot was also important as it gave them immediate feedback just when their interest was high. (Teacher: Rivka Sharon).

Action Research is being widely used in teacher-training and in-service courses in England, Australia and Canada. Here in Israel, some of the colleges have started implementing it in the teacher training program. In order for action research to gather momentum, it is necessary to form small groups of teachers that can meet, share, discuss and report to one another about their research projects. If you are interested in conducting action research, please send your name, address, telephone number, name of school where you teach and the number of years of experience you have in teaching to:

Judy Steiner
Chief Inspector for English
Ministry of Education
Lev-Ram Building
Jerusalem 91911

A WELCOME PLENITUDE: ENGLISH TEXTBOOKS IN ISRAELI SCHOOLS

by *Raphael Gefen*

The new catalogue of authorized English textbooks, prepared by the Textbook Approval Department of the Ministry of Education & Culture and published in the Director-General's Bulletin, lists over 130 titles! This figure does not include collections of the set pieces in the literature programme for the Bagrut, nor does it include the dozens of so-called "auxiliary", "enrichment" or "drill" books which do not require authorization but which many schools use in effect as additional textbooks or, illegally, instead of the authorized material. This is truly an abundance of good things; no teacher can complain that there is no material available, nor can a teacher be driven to boredom by having to teach the same textbook year after year. For the teachers' own sake and to preserve their freshness of approach and enthusiasm for teaching, they should vary their textbooks every two or three years.

If we compare the situation regarding English with that of Arabic as a foreign language, we find that spoken and literary Arabic, including Readers (i.e. not really textbooks teaching the language systematically), are served by 7 books for Primary School, 20 for the Intermediate (Junior High) School, and 8 for the Upper (Senior High) School, a total of 35.

As a result of the comparatively high cost of textbooks, the Ministry of Education has issued new regulations regarding the use of textbooks, in order to lower the cost of publication and to encourage the re-use of the same book year after year. Thus, pupils are not permitted to write in the book, and new textbooks are not allowed to contain instructions to pupils to write in the book. This is difficult for communicative textbooks for English, many of which require answering questionnaires, filling in charts etc, as well as circling correct answers; it is especially difficult for materials for beginners. One author of English textbooks for Primary School has in fact requested the Ministry to recognize beginners' books for English (i.e. Grade 4) as equivalent to Hebrew books for Grade 1 — and so allow pupils to write in the book. No decision has yet been reached concerning this request. Another method to encourage the re-use of books is the recommendation that schools or local authorities (municipalities, school networks etc.) buy books en bloc and

lend them to pupils (many schools in socially-disadvantaged areas have been doing this for some time already). The danger inherent in this recommendation is, of course, that the same books will be used year after year, long beyond their curricular lifetime; the "expiry date" for a textbook should be about five years, even if there is no change in the syllabus — new learning strategies, up-to-date contents, developments in educational technology etc will otherwise be denied to pupils and teachers alike. Last but not least, the Ministry will now require, as a condition for authorization, that the book be printed on cheap paper, with few colours, narrowish margins etc, to enable the maximum exploitation of the page and so reduce the cost: a laudable budgetary programme but at the cost of producing learning materials which are much less attractive to pupils and likely to diminish their desire to learn.

Criteria for the Authorization of Textbooks

In various articles in the ENGLISH TEACHERS' JOURNAL over the years and especially in the chapter on COURSEWARE in the ENGLISH SYLLABUS FOR SCHOOLS, 1988, the criteria for the approval of textbooks in general and of English textbooks in particular were explained. I would now bring to the attention of readers the additions made in a recent issue of the Director-General's Bulletin, that a workbook of exercises is henceforth also to be regarded as a textbook, and so will have to be submitted for authorization and must be accompanied by a Teacher's Guide. The borderline is very unclear, therefore, between such a workbook and the "auxiliary", "enrichment" and "drill" materials which do not require authorization to be used in school. "Workbooks" which are "auxiliary" only are intended for specific populations or topics and are designed to accompany a given textbook: pupils are allowed to write in this "workbook" (no more than one workbook per textbook), which must be printed on very cheap paper and be of two colours only. As far as English is concerned, "auxiliary" material will not concern itself with all four skills and will not contain didactic material, explanations, rules etc. Nevertheless, the distinction is still unclear, and will have to be clarified very soon. Other types of auxiliary material, not requiring authorization, are story books, reference books and other material meant primarily to broaden the pupils' horizon without being systematic teaching. A final point to be mentioned is that henceforth textbooks will be approved FOR A PERIOD OF FIVE YEARS ONLY (less, if there are radical changes in the syllabus or methodology, or the contents become clearly outdated). Many existing English textbooks have been on the list for more than five years and no doubt they will have to be re-evaluated by the Textbook Approval Department.

Some Principles Underlying The Authorization of English Textbooks

As stated clearly in the Syllabus, teachers are required to use a systematic textbook which teaches all four skills. As Michael West once wrote: "a textbook *is* necessary; the pupil feels keenly the need for one... even with a lesson every day, much of today's teaching has faded by tomorrow". He made this point with reference to the cautious attitude to the use

of textbooks by teachers upholding the Direct Method and Audio-Lingual approaches — and it is a point still valid today, with regard to so-called "Learner-Centred" approaches which distrust textbooks as too "teacher-centred". The keyword here is "systematic", which involves the selection, grading and re-entry of material. As for the contents of our English textbooks, they must be educational — the pupils should feel that they have not only learnt some English but they have also learnt something about life. They must be fair and unbiased, and must represent all sectors of Israeli society. Some teachers and textbook writers feel that the result is too bland and educationally unchallenging for a communicative approach, but the fact remains that the same textbooks are used for Jewish, Arab and Druze schools, and for religious and "general" schools alike.

The communicative approach in foreign language teaching requires that the foreign language being learnt should be used for the same purposes as the mother tongue, so that the contents of our English textbooks should above all be relevant to Israeli learners (taking into account the educational limitations mentioned in the preceding paragraph). Thus, the contents deal with issues that concern Israelis and which would likely be discussed in other circumstances in the mother-tongue. However, the danger exists that the English matter might simply replicate what is in Hebrew or Arabic textbooks; pupils do not study English in order to read again what they in effect have already read, and at a much more sophisticated linguistic level, in their Hebrew books. I am afraid that some English teachers are simply unaware of what pupils are studying in the mother tongue. English materials, therefore, should not only deal with the immediate environment of the learner (Israeli themes), but also with universal themes likely to be of interest and of educational importance. I stress the word "universal": English textbooks in Israel should not be mere mouthpieces of British or American life, history and culture — English for us is an international language, culturally-neutral, an instrument for world communication.

It should go without saying that textbooks must be written in correct modern Standard English (British and/or American), and be linguistically sound. I am grieved that some teacher-writers are so sure of themselves that they see all criticism (e.g. a negative evaluation on linguistic grounds, or on the grounds of not being in accordance with the Syllabus, which is drawn up by the English Advisory Committee of the Ministry and approved by the Pedagogical Secretariat) as motivated by some personal vendetta by the Inspectorate. It should be noted that inspectors do not write textbooks, nor do the Readers employed by the Textbook Approval Department of the Ministry.

What Can We Expect By The Year 2000?

(1) a re-evaluation of all textbooks currently approved, with the probable consequence of many such being removed from the official list;
(2) a solution to the problem of conflicting definitions regarding "auxiliary" material;
(3) every textbook to be multi-media - book, tapes, video, computer software and whatever else will have been invented by the end of the century;

(4) an increased trend for more "communicative" materials; in other words, books will tend to be less in the way of "books" (i.e. texts to be read or listened to, followed by questions to be answered thereby indicating comprehension) and more —

(i) "projected", meaning applying to the pupils' own lives outside the book itself (as in many textbooks today and in the Bagrut "unseen", despite teachers' protests when the Bagrut "unseen" requires an examinee to give an example of his/her own *beyond the reading passage*, although this is what we do when we read);

(ii) "pupil-involved" (assignments), including pupils collecting items, interviewing, making audio cassettes, "radio programmes", videos, drawing maps and charts etc etc (this is now being done on a small scale, and should be encouraged);

(iii) more teacher-created and pupil-created auxiliary materials; textbooks should still be "top-bottom" and preferably written by teams of teacher-writers, suitably edited and evaluated and piloted, to prevent amateurish and uninformed productions. I would suggest that these teacher-made auxiliary materials should best be produced as team-work in the form of workshops in Pedagogical Centres under the guidance of Teacher-Counsellors: these auxiliary materials would include computer software, audiocassettes, videocassettes, newspapers, stories, plays and drills. I congratulate the very many teachers who are already working in these frameworks, and I recommend that the practice be adopted more widely.

(5) systematic and differential-syllabus — directed courses for weak learners, instead of the present personal-impressionistic material written by individual successful teachers (these materials being successful in their own classes because of the personality of the teacher-writer and therefore not easily generalizable?); courses for weak learners should also be top-down, just as textbooks for non-weak leaners.

(6) Finally, by the year 2000 one can expect that the new "Translation Skills" subject will have been firmly established and proper textbooks written, rather than the current mere collections of texts.

APPROVED TEXTBOOKS FOR THE 1992-1993 SCHOOL YEAR

The following list is of textbooks already published at the time of going to press; new textbooks, on being approved by the Ministry of Education, will be listed in the ENGLISH TEACHERS' JOURNAL. This list does not include enrichment material, extensive reading, etc. The division into Grades is a rough one only, and teachers will of

course decide for which class a book is appropriate, whatever the Grade listing below. For accompanying audio-cassettes, see ENGLISH TEACHERS' JOURNAL, 41, December 1990.

GRADES 4 and 5
I Like English — Zafra Tatcher
I Like English — Zafra Tatcher and Tova Teitelbaum (intensive reader)
My First Book — Lucy Marnin and Anna Sotto
English Pages — Nili Almagor (weaker learners)
Friends — Nili Almagor (more advanced learners)
I Can Read English: See, Hear and Read — Ada Fuchs
We Live on Telem Street, Part I, Part II — Shoshana Postol
A First Reader and Workbook (four booklets) — Lillian Englander
Let's Read and Write, an ABC Workbook — Lillian Englander
ESH2 (English for Speakers of Hebrew), Pre-Reader (preferably used as a supplementary textbook)
English Calling — Lynn Gamady and Lena Benjamin
At Work and at Play — Lucy Marnin and Anna Sotto (Grade 5)
My English Book — Ada Fuchs (Grade 5)
Heydays — Judy Yaron

Educational Television
Candy Can Do It, Pupil's Book, Activity Book, Stage I, Stage II (Grade 4)
Neighbours, work-book — Shelly Ganiel (Grade 5).

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GRADE 6
ESH 4/5, Language
ESH 4/5, Reader
Welcome to Telem Street, Part I, Part II — Shoshana Postol
Window To The World — Judy Yaron, ed. Sheila Been
Joey and Liz in Space — Lillian Englander
More About Joey and Liz in Space — Lillian Englander

Educational Television
Here We Are, Pupil's Book, Pupil's Exercise Workbooks (regular edition); Shortened Programmed Worksheets (alternative edition).

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GRADE 7

ESH 6, Language — Elite Olshtain, Ruth Benziman, Lenora Goell, Heni Kneller

ESH 6, Reader — Maureen Bassan, Ruth Benziman, Carol Crumlish, Lenora Goell, Heni Kneller, Elite Olshtain

The Telem Street Gang — Shoshana Postol

Fun In The Sun — Judy Yaron (weak learners, B level; also Grade 8)

Lexiland — K. Baron, G. Bergman

The Junior Files: File I: *English for Today and Tomorrow* — Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik (advanced learners)

ESH 7: Step by Step (weak learners)

Tune Into English — E. Fallenberg, Marcelle Dray

Educational Television

Signal CQ, Pupil's Book — Rena Keynan, Dvora Ben-Meir

Debby in Hospital, Regular Edition Pupil's Book; Alternative Edition Pupil's Book

Adventures in Listening (alternative edition, listening comprehension).

GRADE 8

ESH 9, Language — Elite Olshtain, Ruth Benziman, Henni Kneller

ESH 10, Reader — Elite Olshtain, Maureen Bassan, Netti Loewenstein, Ruth Benziman

Friends Across the Sea, Part I, Part II — Shoshana Postol

Mixed Bag — Marcelle Dray, Dalia Stein (advanced learners)

Up to the Top — Rena Keynan (weak learners)

On the Spot — Gavriella Shoshani, Rivka Bar-Hama

ESH 8, Step by Step — Elite Olshtain, Ruth Benziman, Heni Kneller (weak learners)

I Heard That Book I. Book 2 (listening comprehension) — Nomi Ballas, Carol Goldfus

Teens Work It Out — Rahel Saperstein (weak learners)

The Junior Files: File 2: *English for Tomorrow* — Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik (advanced learners)

A Collection of Stories — Yaffa Kleiner (reader to accompany a textbook)

Travel Through English — Sheila Davis & Carol Dickstein

Educational Television

Crime and the Law, Regular Edition Pupil's Book; Alternative Edition Pupil's Book

Television Tales, Pupil's Book, Workbook

English! English! English! Pupil's Book

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GRADE 9

Straight to the Point — Rivka Bar-Hama, Gabi Shoshani

Destination English — Ruth Baratz

ESH 11, Language/ Reader — Ruth Berman, Elite Olshtain, Ruhama Kullbersh, Siona Kronfeld, Maureen Bassan

Esh 12, Language/ Reader — Ruth Berman, Elite Olshtain, Ruhama Kullbersh, Siona Kronfeld, Maureen Bassan

ESH, English Here and Now, Book I (for late starters) — Roberta Stock, Ruth Olin, Miriam Schcolnik

Stepping Stones — Anna Sotto (reader to supplement a textbook)

The Lively World of English, Part I, Part II — Lea Kirshenberg

I Am A Teenager — Rahel Saperstein (weak learners)

We Are The World, Book I, Book II — Shoshana Postol

Let's Connect — Judy Kemp, Elana Milstein (experimental only; not yet published in full)

What An Adventure — Anna Sotto (reader to accompany a textbook)

Kids and Other People Tamar Sachs (reader to accompany a textbook)

Focus Series (supplementary — skills in reading comprehension): *Time After Time; Tie It Together; What's the Point; Look for Yourself; Use the Clues* — Susan Nissan, Fay Ginzberg, Siona van Enter, Sara Kol

Getting Into Things — Nancy Raz

Network — Paula Friedland

The Junior Files: File 3 English for Tomorrow and Beyond — Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik, Binnie Zerach (advanced learners)

Educational Television

English by Television, Stage 5: Regular Edition Pupil's Book; Alternative Edition, Part I, Part II (supplementary materials to accompany textbooks)

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GRADE 10

Communicating in English, I — Joe Lison

ESH, English Here and Now, Book II (for late starters) — Ruth Olin, Miriam Schcolnik

Meaning in English — Natalie Hess, Shai Aran

Can I Help You? — Rivka Horowitz, Brenda Liptz (weak learners)

Closing Circles — Lea Kirshenberg

Our Kind of English — Alan Lipsey

ESH, Reading Everywhere — Joan Glasner, Lola Katz (reader to accompany textbook)

Themes in Prose and Poetry — Valerie Whiteson, Nava Horovitz (reader to accompany textbook)

On the Way to English — Hazel Camron (weak learners)

Meeting People — Anna Sotto & Janet Ohana (weak learners)

Educational Television

Mission Possible, Workbook (weak learners)

Here, There and Everywhere (with ESH): *Along the Way; On the Move; Out On Your Own; Different Viewpoints*

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GRADES 11-12

English for 4 Point Bagrut (video series, test-taking skills)

Follow Me (weak learners, preferably as supplementary material), with video

Communicating in English II — Shlomo Kernerman

Communicating in English, III — Shlomo Kernerman

TIES — Rivka Bar-Hama, Arlyne Gozali, Gavriella Shoshani

Passages for Reading and Listening Comprehension — Lea Kirshenberg

It Stands to Reason — Natalie Hess, Evelyn Ezra (advanced learners)

Learning to Listen and Listening to Learn Yael Bejarano (listening comprehension)

Green Lights to English — Ronald Green (3 and 4 Points pupils)

Encounters Sue Kerman, Ditza Verter (3 and 4 Points pupils, Grade 11 — not yet finally approved)

The English Files: Cloze for Reading Comprehension — Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik

New Contexts for English — Valerie Whiteson

Practical English — Alan Lipsey

ESH, Advanced Level, I — Ruth Berman, Roberta Stock, Sara Kol.

ESH, Advanced Level, II — Roberta Stock, Sara Kol, Ruth Berman

New Ways to English, I, II — Hazel Camron (weak learners, GEMER pupils)

Using Your Dictionary as a Learning Tool — Menachem Bloch (supplementary)

Ready to Speak — Ruth Baratz, Crystal Horvitz (preparation for oral Bagrut)

A Course in Translation — E.A. Levenston (for "Translation Skills" programme)

The Contrastive Analysis of English and Hebrew — ed. Raphael Gefen (for "Translation Skills" programme)

Better Reading, I — Renée Wahl and Zippa Schondorf

Getting Ahead — Lea Kirshenberg

English for Immigrants — E. Hotter, A. Yahav

Thinking It Over — A. Wagner

Freeway — Ronald Green (3 Point Bagrut, Gemer)

GRAMMAR PRACTICE BOOKS

Grammar for the 6th Grade — Marcelle Dray & Sheila Been

Grammar for the 7th Grade — Marcelle Dray & Sheila Been

Grammar for the 8th Grade — Marcelle Dray & Sheila Been
Grammar for the 9th Grade — Marcelle Dray & Sheila Been
Grammar for the 10th/11th Grades — Marcelle Dray & Sheila Been
Grammar Practice and Review — J. Baum
PACE (Practicing Accurate Communication in English) — Rivka Bar-Hama, Arlyne Gozali, Miriam Westheimer
English Grammar for Hebrew Speakers — Michael Toben
English Language Workbook — Lea Kirshenberg

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TECHNICAL ENGLISH TEXTS, GRADES 10–12
Modern Office Guidance — Nava Horovitz, Talia Glass
Office Situations (GEMER Level) — Nava Horovitz, Talia Glass
1. *In the Office;* 2. *The Receptionist;* 3. *Directions;* 4. *Letter Writing;* 5. *Handling Mail;* 6. *Filing;* 7. *Office Supplies;* 8. *Looking for a Job;* 9. *Travel Arrangements*
Tools and Tactics in Reading Technical English, I, II, III — Krindal and Mosteisser
English that Works — Tamar Feuerstein, Rahel Tal (advanced learners)
Basic English for the Study of Technology, Electrical Appliances — Rita Dick (weak learners)
Linguistic Features in Business English, Management Trend, Books I, II
Linguistic Features in Business English, Tourism Trend, Books I, II

DICTIONARIES, GRADES 10–12
Oxford Advanced Learners' Dictionary of Current English — A.S. Hornby (5 Points)
Oxford Student's Dictionary — A.S. Hornby (5 points)
Collins English learner's Dictionary (5 Points)
Longman Dictionary of Contemporary English (1987 edition) (5 Points)
Oxford English-English-Hebrew Dictionary (4 Points)
Harraps English-English-Arabic Dictionary (4 Points)

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READING PROGRAMME, GRADES 11–12
(Note: There is no Ministry syllabus for non-fiction prose essays and articles. Such items listed below are examples only.)
Talking About Literature — Natalie Hess, Evelyn Ezra
All My Sons (with accompanying video cassette) — Sheila Been
Quest for Identity — Yosef Levi (nonfiction)

Everyman's English Secondary Level Literature (publ. Everyman's (Open) University)

1. *The Blind Man* — D.H. Lawrence
2. *All My Sons* — Arthur Miller
3. *American Poems* ("I Saw in Louisiana a Live Oak Growing"; "Stopping by Woods"; "Mending Wall"; "The Picnic")
4. *British Poems* ("Musée des Beaux Arts"; "In Time of 'The Breaking of Nations"; "To An Athlete Dying Young"; "Sonnet XVIII")
5. *Evelyne* — James Joyce
6. *One Vote for This Age of Anxiety* — Margaret Mead (non-fiction)
7. *My Secret World of Idiom*, and *Courtship Through the Ages* — James Thurber (non-fiction)
8. *The Standard of Living* — Dorothy Parker
9. *Everything that Rises Must Converge* — Flannery O'Connor
10. *My Dungeon Shook* — James Baldwin (non-fiction)

Audio-Cassettes are available for most of the above, from the Open University, Educational Television Centre, and the National Pedagogic Centre.

ESH, Volume I: Essays and Poems; Volume II: Stories and Plays

EMT (English Matriculation Texts) — Alice Shalvi (ed.)

Volume 1 — Full Program (5 Points)

Volume 2 — Shorter Program (4 Points)

The Glass Menagerie — ed. Alice Shalvi

Poems — ed. Alice Shalvi

All My Sons — ed. Alice Shalvi

R.I.C.H. (Relevant Issues in Contemporary Humanism) — Ora Zohar, Arleen Eidelman, Susan Haber, Aviva Pinchuk (non-fiction)

A R.I.C.H. Choice (weaker learners; non-fiction)

ALE (Advanced Level English), 1–10 — Kernerman Publishing

1. James Baldwin: *My Dungeon Shook* (non-fiction)
2. Bernard Malamud: *A Summer's Reading*
3. James Thurber: *My Secret World of Idiom* (non-fiction)
4. Dorothy Parker: *The Standard of Living*
5. James Thurber: *Courtship Through the Ages* (non-fiction)
6. James Joyce: *Eveline*
7. Enrique Vargas: *The Jet Age Malady* (non-fiction)
8. Margaret Mead: One Vote for This Age of Anxiety (non-fiction)
9. Flannery O'Connor: *Everything That Rises Must Converge*
10. Philip Roth: *Eli the Fanatic*

ALE (Advanced Level English), 11–14

11. John Steinbeck: *The Leader of the People*

12. Pearl Buck: *The Enemy*
13. Somerset Maugham: *Mr. Know-All*
14. Jesse Stuart: *The Split Cherry Three*

Plays — Kernerman Publishing
Arthur Miller: *All My Sons* (with Simon Wisenthal: *The Sunflower*)
George Bernard Shaw: *Pygmalion*
Susan Gaspell: *Trifles*

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TEACHING WEAK LEARNERS

by *Shosh Shafriri*, Katsrin

I teach at the "Nofe-Golan" Regional High School from Grades 7 till 12. The pupils come from the town of Katsrin, the moshavim and some kibbutzim in the area. "Nofe-Golan" is a regular town school. The relationship between the pupils and the teachers is friendly, sometimes too friendly. I taught for nine years at "Hof Carmel" Regional High School, Ma'agen Michael.

This fact has a great impact on my views on HOW, WHAT and WHEN to teach. Methods I believed to be suitable for any group of weak learners don't work in my new school where pupils have different expectations from the teacher and the methods being used.

INTRODUCTION

The experience I got in that first year with Grades 10 and 11 was very enlightening.

In these classes I met pupils who could neither read nor write in English and had no ambition whatsoever to close the gap. Their purpose for being in class wasn't too clear to them. They were forced to be in school by law or by the parents. These students at "Nofe-Golan" were not motivated and some had very little ability.

For the 10th Grade I chose a book which I had used in my former school and which I had found successful in the past: "Track 2".

This book didn't work for the Nofe-Golan children. The book is based on general basic knowledge, like the Pacific Ocean etc.

This material was too far removed from their world.

Through this book I wasn't able to reach them.

I had a hard time preparing suitable material for them. (At this school the pupils must buy their books and the teacher can't change the course book in the middle of the school year).

CONCLUSIONS drawn from this year:

1. Choose a book the class can easily relate to.

2. Use little grammar; don't make it a major issue.
3. Choose those chapters that interest them.
4. At the level of Grades 10 and 11 it is extremely difficult to reinforce new working habits like bringing notebooks and books or preparing homework on a regular basis.
5. The bottom line is if you want to succeed with weak learners, don't wait till they get to Grade 10.
   Give them all you can when they are still young, preferably in Grade 7.

HOW TO MAKE A "C" GROUP (הקבצה ג') IN GRADE 7 WORK

1. GET AS MUCH INFORMATION AS YOU CAN ABOUT EACH PUPIL. Not every counsellor is willing to give all the information. Don't give in. Get as much as possible. It makes the beginning of the year much easier. At least you can approach each one according to his/her needs.

Although they are supposed to be homogeneous , the "C" groups are the most heterogeneous classes.

Most of the class is made up of kids from borderline "Special Education", other children have learning disabilities or behaviour problems and some just hate English because of negative learning experiences.

2. THE FIRST LESSONS

Get name cards ready and give them out each lesson until you remember their names. This creates the first contact. Personal contact is crucial in the weak classes.

Explain what your *AIM* is for this class.

Make sure that they understand that you mean BUSINESS. Start in Hebrew to make sure that they understand your ground rules, but continue as much as possible in English (giving the Hebrew after the English and then repeat the English once more).

Clarify that they will study seriously, use the book every lesson, do homework, learn new words, grammar, listen to English and develop their speaking abilities. They will have quizzes and tests just like all the other classes. Tell them that your goal is to push up as many students as possible to the level above.

3. GROUND RULES FOR THE STUDENTS:

— Bring books,notebooks, homework, pen, pencil every lesson.
— Don't change places unless I give permission.
— Be ready with everything on the table at the moment the teacher enters the classroom.
— If you want to say something in class to the teacher, raise your finger and wait until given permission.
— If a pupil doesn't turn in homework three times during the semester the final mark goes down 5 points (general school rule).
— If there is any problem, each pupil can at any moment come to you and be sure that he/she will get all the attention or help possible.

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4. GROUND RULES FOR THE TEACHER:

1. Bring with you into the classroom a great deal of *Humour*.
2. Bring a lot of love and care.
3. Make sure that you have a serious programme. Although games may be a part of it, the main aim is to improve their English and to convince them that they can do it and that English can be fun!!!!!
4. Look for a positive point in each pupil. Make them feel good. (One writes beautifully or speaks nicely, the other will have a larger vocabulary than others etc., and tell them so!)
5. If you find it necessary to talk to the parents DO NOT WAIT UNTIL THE PARENT-TEACHER MEETING. Contact them and make sure they understand you care (you are in it together). The parents have very often had disappointing experiences: if you can make them work with you instead of against you it may work miracles.
6. Be very consistent in checking homework.
7. Give a mark for most of the work they produce.

5. WHAT AND HOW TO TEACH

1. Every class must have a course book.
2. Start the first lesson with the book.
3. Give homework the first lesson.
4. Prepare each chapter with: 1. Vocabulary list, 2. Grammar point 3. Suitable exercises, oral, listening and reading activities. 4. Reinforce the language points through all kinds of activities, e.g. games, pictures, pantomime.
5. Give dictations once a week of 5–10 words. Give a mark for spelling and for the translation.

6. GETTING THEM READY FOR A TEST

Always prepare a very similar review before the test.

Present the material to be tested at least a week before, nicely written out. *Always orientate on success.* Give very weak students the opportunity to succeed by allowing them to do less or simplified material.

For instance: you can explain to the class that you expect everybody to do exercise 3, but Moshe and Limor can do an additional exercise and get a bonus. It should not be a "MUST".

7. FUN ACTIVITIES

Having fun in class is very important.

Don't overdo it, otherwise they will get the impression that English isn't serious. One out of the four weekly hours can be used for individual work — short stories for reading, wordsearch, workcards, preparing their own games and playing with them.

SPECIAL ACTIVITIES:

From time to time I see the need to vary the material and look for a topic-related subject that can be interesting and attractive for this particular group. I do this when I feel that their attention span is getting less or if I'm getting bored!!!

This year I have done two things which were very enjoyable.

1. A CONTINENT — COUNTRY — CAPITAL CITY CONTEST.
2. A TOPIC CREATED AROUND THE SIMPSON FAMILY.

1. Continent — Country — Capital CONTEST.

1. Give out a page — let them translate the names.
2. Match the countries with the Capitals.
3. Dictation of the most important countries + capitals.
4. Test on names of all countries and capitals.
5. Test on matching continents — countries — capitals.
6. Test in reading orally.
7. Contest (orally) against another class or between groups within the class. Have prizes ready!!

N.B. Use the map of the world. Teach north, south, east, west (most of the weak learners have very little general knowledge, so don't be surprised if they don't know the capital city of Italy).

2. SIMPSON FAMILY TOPIC

AIMS: Skills — Reading Comprehension, Role play.
Language — New vocabulary, WH — Question words. Answering questions properly.
Creating involvement through a topic they like that relates to their personal life.

LEVEL: Intermediate.

ORGANIZATION: Class, group and individual work.

PREPARATION: Stencil off a set of pictures of the SIMPSONS:
Two or three stories with comprehension work.
Prepare one of the stories for a short play.
Plastic bags for each pupil.
Bristol paper for the drawings of the SIMPSONS.

TIME: 4 — 6 LESSONS. (depending on the class).

PROCEDURE: Step one: Draw Bart on the blackboard. Have a brainstorming session.

Write as many lexical expressions as possible on the board (those that the pupils come up with). Let them copy the words.
Give out a picture of Bart and plastic bag (for all the SIMPSONS related material). Let them describe the picture. Put their information on the board.
Make a list of adjectives: cute, naughty, lazy, ugly, short, clever.
Review colours. Discuss the SIMPSONS colours.
H.W. for next lesson: colour the picture and be ready for dictation.

Step two: Bring a story about the SIMPSONS. Before giving it out to the students read it out to them.
Teach WH — question words.
Then distribute the story with comprehension work.
Prepare glossary.
At the end of every lesson give another picture; leave time for discussion on the character in the new picture. Add new adjectives.

Step three: Present two more stories with comprehension work. Prepare one of them for a short play.
Let the pupils read aloud or roleplay the stories.
Test them on content, colours, adjectives, WH — Question words.

Step four: After you have given out all the pictures the pupils must prepare a list of suitable and interesting sentences for each picture (cartoon-like). After correction the most intersting ones will be written out on bristol paper and adjusted to the coloured picture. This way each pupil will have a collection of SIMPSONS cartoons. When this stage is completed they will be hung up in the classroom or in the hall.

Step five: The class will be divided into groups. Each group must draw a huge picture of one of the SIMPSONS. Then add at least three balloons and decorate the classroom or hall.

Step six: Prepare one play of two short acts on the stories studied in class to be performed at the end of the topic (possibly in front of the other classes).

Addition: The television programmes can be taped and shown with or without additional work.

N.B. The kids demanded extra English lessons!!

WORKING WITH NEW TEACHERS

by *Paula Friedland*, Haifa

The following is a report concerning my work with first year teachers in the framework of the project ליווי בקליטה מורים חדשים. This project is funded by the Ministry of Education and Culture for the express purpose of helping new teachers during their first year of teaching. Under this project the Ministry channels funds into various universities and teachers' colleges throughout the country in order to pay instructors to continue their work with students on an informal basis after the students' graduation. The project is totally independent; no reports are filed and no information is passed on to supervisors, principals or department chairpersons. Thus, the project functions as a nonjudgmental support group aiding in the development of new teachers during their first year in the teaching profession.

During the school year 1991–92 I was put in charge of four first year teachers, all former students of mine at Haifa University. Each of these young women is employed in a different school system within the greater Haifa area. Although all are proficient in English, only one is a native speaker. Two of the women, graduates of the two-year teacher-training program, studied under me in my methodology course during the 1989–1990 school year. The other two, one a 1991 graduate of the one-year program, the other in her second year of the two-year program, studied with me during the 1990–91 school year. I feel it is important to mention that all five of us knew each other before we began this project together.

Our first meeting as a group took place during the month of August, several weeks before the opening of the school year. This initial meeting was very important in many respects. It prepared the new teachers for what lay ahead by answering an array of questions about the first days and weeks of school. At the same time, it gave much needed encouragement. But, most importantly, it prepared the five of us for our subsequent work together. Even before help was needed, these four women knew that somebody would be there to help them. They knew they could rely on me, on one another, and on the university where they had completed their studies. They had not merely been thrown out into the "real world" without any ongoing support or guidance.

The first two weeks of teaching were traumatic for all four women. They were overwhelmed

by the demanding and time-consuming job they had taken upon themselves. All but one had done a considerable amount of student-teaching. This student-teaching, though, involved giving one or, at most, two lessons in any one day. In the past, they had spent hours in preparation for each of the lessons they had given, writing them and rewriting them, sharing ideas among themselves, and conferring with their master teachers. Suddenly they were in the position of having to prepare four to six lessons a day. Not only that, but without the expert skills of the master teacher, they had to deal with class organization and management as well as all discipline problems completely on their own.

When I phoned these women during the second week in September, they were all in tears. By the time I had made my third phone call, I was crying along with them. Not only did they face all the problems mentioned above, but they had, in most cases, been given the most difficult classes in their schools, as well. More importantly, in three of the cases, they had nobody at their schools to speak to or confer with. The schools had not assigned any teacher to help them. They were definitely at a complete loss.

"Sob Sessions" and Solving Problems

We made the decision to meet at my house that very week. The women all arrived promptly at 4:30 in the afternoon, complete with textbooks, notes, lessons plans and babies in tow. For the first hour and a half, I couldn't get a word in edgewise. All they could do was compare experiences, share problems and cry on each other's shoulders. Though the meeting continued for three hours, this first half was actually the most important part. Each of the young women realized that she was not alone. The fact that others were sharing the same problems and the same difficulties was an overwhelmingly comforting thought. Their "sob" session was therapeutic. They could express concern, anger and frustration. But, more importantly, they could see that their initial problems were "universal" problems, caused by no immediate failure on their part. The second half of this same meeting was devoted to trying to solve some of their problems. My job was to give them tools which would enable them to cope. We explored textbooks and wrote syllabuses.

We discussed ways of organizing their time. We even dealt with external problems such as proper daycare for their young children so that they would have more time to devote to their work. In all these matters, I was called upon to provide my opinion, based on my many years of personal experience. The teachers agreed to leave only after we had fixed a date for our next meeting one month later.

These meetings became monthly and are now an important feature of our work together. Indeed, these four women still come loaded down with books, papers and children but, from month to month, the "sob" session becomes shorter and shorter and the work session becomes longer and longer. They still share their experiences, but these experiences are of both a positive and negative nature. More importantly, they share ideas and materials. They still turn to me for my "expert" advice, but I find that as the months go by and new questions are raised, they try to give advice to one another through their own experiences before turning to me to

ask what I think. They are gaining self-confidence and a level of professionalism which is well beyond that which I would have expected after only six months of teaching experience. Their questions are thought-provoking and their answers are enlightening. Last month, for example, they exchanged information concerning various ways of checking homework assignments. Any veteran teacher could have benefited from their ideas. At present, all four women feel more positive about themselves, about their work and about their future as teachers. I feel our project has influenced these feelings greatly.

Open to New Ideas and Serious About Their Jobs

It is important to comment on what happens during the period between these monthly meetings. First of all, the women know I am there to listen and advise. They call me on the phone, come to my house to borrow books and other material and include me in both their victories and failures. My co-workers at the university and I have run two afternoon sessions at the university for all the new teachers in the project; we are planning two more for the second semester. The women have seen each other teach under a model of peer-coaching which has been set up for them and have learned from the experience. During the past month I observed them, as well. This was something I had avoided doing during the first months of working together. I wanted them to gain a certain degree of confidence before I arrived. The lessons I observed were well thought out and well executed. But, even more important, these women, in their role as teachers, seemed to be enjoying the jobs they were doing.

This is not to say that problems do not still exist. One teacher, an extremely talented young woman, was given four of the most difficult classes to teach in a community known for its difficult population. She has learned to cope, but feels she has, somehow, been taken advantage of. Her supervisor has promised her better classes for the following year, but she remains undecided whether to remain in teaching.

Another teacher dropped one of her five classes in October, feeling she could cope with four classes better than with five; she needed the additional time for preparation. She is much happier having made this decision.

The third teacher is still often unsure of herself. The mother of five young children, she is very much the perfectionist and therefore finds it very difficult to give anything but the perfect lesson. Her relationship with her department chairwoman is quite problematic. Not only doesn't her chairwoman offer advice and guidance, but she has, from the beginning, made this new teacher's life as difficult as possible.

The fourth teacher has developed beautifully. Yet, coming herself from the background of having been a student at the "Reali" School in Haifa, she finds it difficult, no matter now hard she tries, to break the pattern of the teacher-controlled frontal lesson she herself was exposed to for so many years.

Despite these problems, all four of these women are developing greatly as teachers. They are open to new ideas, serious about their jobs, and constantly seaching for new and better methods of instruction. Without a doubt, this program has contributed to their development as teachers in every sense of the word.

USE THE ORAL TO PREPARE FOR THE WRITTEN BAGRUT

by *Ilana Plaut*
(The writer is author of "The Oral English Matriculation Examination" handbook)

The Oral English Bagrut Exam is a controversial issue. Some teachers think that it is basically a good idea although many of them are puzzled about how to prepare for it. Others claim that it is nothing but a nuisance. In their view, the preparation for this exam does not contribute anything to the knowledge of the student, and its weight in the final mark is negligible. Others consider it as the ultimate horror: students may, God forbid, learn material by heart.

I regard the Oral Bagrut Exam not as a goal in itself but as a means to prepare students for their written Bagrut exam or, more generally, to encourage the *active* use of the English language. Therefore, it deserves to be prepared for in the best possible way, while bearing the written Bagrut exam in mind.

Teachers often underestimate the effect of the oral exam on the final grade because it seems to comprise *only* 20% of the entire exam (the written Bagrut comprises 80% of the entire exam). However, this approach is mistaken, as the oral exam directly affects the composition, which comprises 16% (20%x80%) of the entire exam and indirectly the comprehension passage, the cloze and the listening comprehension sections, too, because the greater the exposure to different topic areas and to their vocabularies, the easier it is to cope with these sections in the written exam. Obviously, a student copes much more easily with unseen texts when he is familiar with the subject. In short, the preparation for the oral exam, if done properly, affects the entire Bagrut exam.

The horror of learning by heart.

The most natural way to learn a language is by imitation, namely repetition, memorizing or whatever it may be called. This is also how a baby learns his mother tongue. He repeats words and phrases very mechanically.

The process of learning a foreign language should be as similar as possible to the process of learning a mother tongue, and it should be primarily based on acquiring phrases and sentences reproduced mechanically like any other habit. I do not mean that grammar or theoretical understanding should not be taught. Obviously, they should

(after all, the student is also made acquainted with the grammar of his mother tongue), but they should not be made the ultimate goal of studies. Instead, when the stage of presenting grammar has been accomplished (at the end of the 10th grade), grammar should be practised while actively using the language, with the speaker's mistakes being corrected.

Twenty years ago, teaching English was based on memorizing. Whole classes drilled sentence structures in endless ways and variations. Then, the stress shifted from memorizing to understanding. However, learning through understanding is not workable for most of the population which is average.

Only 2% of the population are gifted. They seem to pick up a foreign language from the air. Some other 10%–20% of the population are talented. They can use their intelligence and produce discourse after having been provided with vocabulary and grammatical rules. They can do it because they are talented. Talent consists of three main components: the ability to grasp information, a good memory and the ability to apply what has been learnt. In other words, talented people have the ability to produce discourse without much drilling, through they, too, need practice when it comes to speaking.

But what about the 70%–80% of average, mediocre students? If they lack even one of the components of talent, they will not be able to produce discourse unless they drill or memorize. Therefore, sentence structures in contexts should be memorized until they turn into habits and become integral parts of the learner's stock of language.

Unfortunately, many teachers tend to adopt the attitude of the ostrich. They prefer not to see that many pupils are unable to produce discourse other than by memorizing. It should be borne in mind that memorizing is not a dirty word, and it has always been used in teaching foreign languages to one extent or another. It is better to make a student speak or write fluently (not just fill in blank spaces!) by memorizing than leave him or her unable to use active English at all (as happens with many weaker learners).

Therefore, I claim that students should first of all be provided with model texts for imitation on subjects they are supposed to be able to discuss. After all, English teachers are not only conveyers of a language. We are also educators, and one of our goals is to broaden the knowledge of our students in any field we can. We are there to provide pupils with rich material to discuss, because no one will speak if he does not have anything to say.

But do not be alarmed, dear colleagues! Students are not going to repeat whole texts by heart. They can do it with one text or two at a time, but with the increase of the number of topics, what is going to remain, we hope, is vocabulary, phrases, conjunctions and sentence structures. In the course of time, you will find that the more texts they learn, the more detached from the original texts their speech becomes, and the more fluent and self-confident it is. In short, at the end of the process, the students will not grope for words because they have practised discourse. Only rarely will the student be able to or want to parrot the exact words or ideas of the text, but surely that does not matter.

On timing and organization

In order to teach English successfully, special attention should be paid to the factors of timing and organization.

The process of ingraining a language takes time because the memory of a human being tends to lose part of the information stored in it in the course of time. So in order to make certain information or knowledge an integral part of a person, he has to be made to review it time and again. In fact, the more he reviews, the longer it is going to be stored in his mind because with each review the springboard is set closer to the goal. That is why it is essential to begin reproduction practice at an early stage.

The second factor — organization — concerns a careful planning of the stages of the process of absorbing the material, and it is of crucial importance. I strongly oppose the attitude which claims that it does not matter when things are taught as long as everything is taught. Moreover, not only is the order important but the pace of teaching and a good division of the material are of major significance too. In fact, preparing students for such a comprehensive exam as English can be compared to making a complicated cake. The order of adding the ingredients and a thorough mixing are no less important than the ingredients themselves. I view the preparation for the oral exam not just as another ingredient but as the catalyst (the baking powder) that stimulates the process of acquiring the language.

A suggestion for a new approach

Ever since the written Bagrut exam in literature was cancelled, the prevailing system in most senior high schools in Israel has been based on teaching literature, while testing on comprehension passages and cloze.

In my view, this system is unfair, and it does the student wrong. He is taught one thing but tested on another. He is taught literary language and tested on journalese — the language of the press.

Such a system of teaching and testing on different registers deprives the student of all motivation to study. He does not review the literary material at home because he is not going to be tested on it anyway. Thus, the momentum of making students absorb new vocabulary, new patterns, new sentence structures and gain the ability to express themselves on a given subject is lost. In this system, the student is deprived of the possibility to prepare for the exam he is going to face, and his success is not in his hands. It also causes much frustration to the teacher whose pupils fail so often or get low marks.

Therefore, I suggest concentration rather than diffusion of attention. In other words: test what you teach and expose your pupils to one register (or type of writing) at a time. In this way, both the student and the teacher will feel more comfortable, and the motivation for studying will increase.

I suggest teaching literature and rewrites in the 11th grade and testing them in writing, and in addition, introducing all role-plays and testing them orally. In this way, students

will be provided with guidelines in preparing for a specific exam. They will devote more time to English studies and will be rewarded for their efforts.

In the 12th grade, journalese should be both taught and tested. This is the time to deal with the various topic areas and test them orally, while at the same time testing comprehension passages in writing because they are the same register of language. Needless to say, the monologues will fertilize the unseen passages and vice versa.

(Editor's Note: the above statements are, of course, the opinion of the writer and do not necessarily reflect the policies and practices of the Ministry of Education)

A TRI-LINGUAL SITUATION-RUSSIAN IMMIGRANTS AT UNIVERSITIES

by *Marsha Bensoussan, Eleanor Avinor, Dr. Isabelle Kreindler, Dr. Arkady Purisman,* Haifa University

Haifa University, which has been receiving approximately 250 new Russian immigrants a semester for the past two years, is concerned with the welfare of its students. A great deal of effort has been spent in organizing study programs which are linked with successful assimilation of the immigrants in general in Israeli society.

One of the heaviest pressures on Russian immigrant students is the language requirement. In order to obtain a B.A., students need to learn both Hebrew and English. To meet deadlines, students are usually forced to learn these languages at the university more or less simultaneously, unless they have already mastered Hebrew and/or English in Russia before immigrating. Those who learned English in Russia complain of Hebrew interference with their spoken English. Frustrated, many complain they are even forgetting their Russian.

The following chart may illustrated the magnitude of the task and the great differences among each of the languages.

language	use
L1 — Russian (Slavic)	native language
L2 — Hebrew (Semitic)	second language, utilitarian purpose
L3 — English (Germanic)	foreign language, reading of advanced texts for academic purposes

TESTING AND EVALUATION: Russian and Israeli Styles

Russian immigrant students find our teaching and testing arrangements rather odd. A description of their testing system might illustrate just how different their system is from ours. There are no surprises in the Russian tests. Exams in all subjects are oral. A booklet of all the questions is given out in advance. Just before the exam, the student participates in a lottery, selecting his/her question from the total bank of questions (equal in number

to the group of students). A teacher of 25 students can expect the oral examination to last approximately six hours, with an additional hour or more in the case of multiple judges, to corroborate grades.

The purpose of such exams is to ascertain that the student has learned the prescribed curriculum. No untaught, unseen, or creative material is tested — nothing beyond the curriculum. Teachers, as sources of information, are figures of authority.

Our system — with choices abounding in test format (written or oral, open-ended or multiple-choice questions), material (information outside the curriculum, guessing, unseen texts, opinion, prediction), classroom procedure (frontal, groupwork, student reports), and the curriculum itself (enrichment material in addition to textbooks) — is bewildering to the newcomers. Essay questions such as, "What are your study and work plans for next year?" elicit feelings of mistrust, and students, feeling their privacy threatened, refused to answer.

It is difficult for students to differentiate between core curriculum and enrichment material (just for fun). The relation between the material taught in class and tested on the exam is unclear.

These differences often lead to increased confusion and anxiety, and ultimately to lower tolerance for ambivalence and to impaired functioning.

STUDENT PERFORMANCE

Students' complaints about difficulties in studying language were weighted against their academic performance. We compared the scores of Russian immigrants with those of native speakers of Hebrew and Arabic studying at the university. Results from the psychometric university entrance examination indicated that, on the average, Russian immigrants needed a semester more English study than students who were native speakers of Hebrew, and the same amount as native speakers of Arabic. After studying Hebrew at the ulpan, 60% of the Russian immigrants applying to study at the university passed the Hebrew section of the entrance exam.

Students who have reached university level do quite well. But what about the vast majority? Our figures are based on only 95 Russian immigrants studying at the university, as opposed to 368 native speakers of Arabic and 858 native speakers of Hebrew. Most Russian immigrants who started in the Pre-Academic Unit (Mechina) either have not yet reached university level or have already dropped out.

REVIEW OF THE LITERATURE

A review of the theoretical literature will shed light on some of the behavior that would be expected under the present conditions.

multilingual vs. monolingual language learning

Being multilingual is an advantage when learning new languages, according to

McLaughlin and Nayak (1989). Whereas their knowledge of vocabulary and syntax, as well as their linguistic strategies, are similar to those of monolingual language learners, multilinguals have learned, in addition, how to learn more efficiently than monolingual learners. Using a wider variety of different strategies in rule discovery, multilinguals were found to be more flexible than monolinguals, abandoning strategies that did not work. Moreover, multilinguals were found to be better at restructuring internal representations of the linguistic system. For McLaughlin and Nayak, restructuring was "the procedure involving old components to be replaced by a more efficient procedure involving new components." (p. 8) In our student population, then, those Russian immigrants who were already multilingual would be expected to have the advantage over monolingual students in learning Hebrew and/or English.

language aptitude: cognitive and non-cognitive factors

Language aptitude is known to include both cognitive and non-cognitive factors. Cognitive style, "the preferred way in which individuals process information or approach tasks," has been discussed by Larsen-Freeman and Long (1991, p. 192). They discuss cognitive styles in terms of polarities:

1) field independence/dependence
2) category width: broad/narrow
3) reflectivity/impulsivity
4) aural/visual
5) analytic/gestalt

Since students think differently, teaching in a variety of methods would enable different kinds of learners to benefit.

Non-cognitive factors include attitude (positive and negative) and motivation. Motivation is further broken down into two separate components: integrative, where a person tries to accommodate and become a member of the new community, and instrumental, where the person tries to use the language for work or daily living, but reverts to the native language at home and with friends. Integrative and instrumental motivation are considered to be equally powerful incentives for learning a new language (Larsen-Freeman and Long, 1991). A third non-cognitive factor is the learning environment (eg, classroom, job).

A study by Henning (1983) found 25–50% variance in language aptitude attributable to cognitive factors such as categorization and thinking style, and 25–50% variance attributable to non-cognitive factors such as motivation and personality. Henning concluded, however, that since perseverance is necessary for success in language learning, and perseverance depends on attitude and motivation, then practically speaking, the socio-psychological or non-cognitive factors are more important than the cognitive factors.

Applying these ideas on language learning to the Russian immigrants studying at Haifa University, Avinor (unpublished manuscript) examined the following categories:

1) field: independence/dependence
2) tolerance: high/low
3) tempo: reflectivity/impulsivity
4) categorization: broad/narrow
5) persistence: high/low
6) anxiety: high/low
7) locus of control: internal/external

Interviewing 34 Russian immigrant students (27 Pre-Academic and 7 University) and 276 of their teachers, Anivor found that most Russian immigrants tend to have reflective tempo, spending time and effort on their homework. Many are unwilling to hand in sloppy or unfinished work. Another cognitive factor exhibited by most Russian immigrant students is low persistence, or short attention span. Moreover, most show high anxiety, and are still probably suffering from culture shock. They do not like to take risks and refuse to answer questions they perceive as being too personal.

Most importantly, Anivor found that for most Russian students, the locus of control is external. They do not see themselves as responsible for their fate. Circumstances are beyond their control. Thus, they do not ask questions in class, relying on the teacher as the authoritative source of knowledge and power. They cooperate with teachers whom they respect as strong authority figures and do not respect teachers who did not fill that role.

No significant differences were found for the other categories.

distance between learners and target language

Focussing on the sociolinguistic aspect of language learning, Acton (1979) says that the affective distance between the language learners and the target language could predict ease of language learning. His Professed Distance Questionnaire asks about the perceived distances between.

1) learners and countrymen in general
2) learners and members of the target language in general
3) countrymen and members of the target language

According to Acton, attitudes toward language learning depend on perceived closeness between these distances. As proficiency in the target language increases, however, the learner's attitude toward it improves, thus facilitating language learning, improving proficiency, and so on.

Applying this hypothesis to the Israeli situation, where both native speakers of Russian

and Arabic need to learn English, one would assume that the first distance is fairly close, the second is farther, and the third is furthest.

We have already asked some exploratory questions in this direction. Questionnaires were adminsitered to 236 Russian immigrant Pre-Academic Unit students (64 males and 172 females), asking about their backgrounds and attitudes towards Russian, Hebrew, and English. Of these, 219 students (95%) were learning Hebrew and English simultaneously. Students had lived in Israel for an average of 9 months. They were still adapting to the realities of coping with the Israeli environment.

Russian students were asked what they considered important in determining the prestige of a language.

One of the questions asked the following: Rank the following languages according to the prestige YOU would give them. Rank the language having the highest prestige in the first place (number 1), and so on (see Table 1).

Table 1: Prestige Ranking of Languages

Language	Ranking
1) English	1.26
2) Russian	3.36
3) French	3.46
4) Arabic	3.91
5) German	4.17
6) Hebrew	4.48
7) Spanish	5.16
8) Yiddish	5.57
9) Hungarian	5.78
10) Romanian	7.47

n= 236 students

It is interesting to note that English was considered the most prestigious, followed by Russian and French. Hebrew was less prestigious than Arabic and German but more prestigious than Spanish, Yiddish, Hungarian, and Romanian (least prestigious). It could be concluded, according to Acton's hypothesis, that native speakers of Russian perceive themselves closer to English than to Hebrew. These results may also change with time. It would be interesting to administer this questionnaire to the same subjects a year or two later.

It is illuminating to note that the TOEFL score means for 1989–1991 (*Newsline*, 1992), based on students seeking admission to institutions in the US or Canada, reveal that native speakers of Hebrew received higher total scores (mean=556; n=4,954) than native speakers of Russian (mean=534; n=5,160) and Arabic (mean=494; n=45,480). For the sake of comparison, scores ranged from 613 (Konkani) to 437 (Trukese).

IMPLICATIONS FOR LEARNING AND TEACHING

The issues raised here have implications for learning, teaching, and testing that range beyond the classroom to the general environment.

Since learning a new language is a difficult task, it would probably be advisable to allow Russian students to reach a certain level of proficiency and ease in Hebrew before requiring them to learn English.

One way of maximizing students' exposure to Hebrew is by putting them into dormitory situations with Hebrew-speaking roommates and introducing them into Hebrew-speaking classes as soon as possible. Isolation or homogeneity (living and learning with other Russian immigrants) may lessen a student's curiosity and exposure to Israeli language and culture.

Since the Russian system of testing is so different from ours, and since an increase in anxiety leads to a decrease in tolerance and achievement, it would be advisable to get students used to the new system gradually, or alternatively, assume that initial reactions will be psychologically difficult, resulting in grades which do not necessarily reflect actual knowledge. Our teachers welcome questions, and even arguments, from students. On our tests, there may be more than one correct way to answer a question. It is necessary to build up a feeling of trust between the Russian immigrants and the new environment.

Implications of the findings should help us improve teaching methods and design a more suitable language learning curriculum for this type of population. These are issues touching not only the universities in Israel, but also institutions of higher learning in the rest of the world.

As in previous waves of immigration, the focus of the present language program is on learning Hebrew and using the Russian language minimally, or until Hebrew is mastered. Remember previous waves of immigration, where the lack of respect for the old culture led to disintegration of the family unit and an increase in crime. Our students have invested many years in Russian, and it would be wasteful to lose this linguistic asset. Perhaps we ought to think more in terms of bilingual education, and maintain Russian language and culture rather than ignoring or denigrating it.

The necessity to earn a living will direct Russian immigrants to fields likely to lead directly to jobs. When this economic necessity is less pressing, students will be able to study more theoretical or general fields for pleasure and enrichment. Russian immigrants have come to Israel with a rich heritage and a wide variety of skills, including linguistic skills. We must not miss this opportunity for all sides to benefit.

ACKNOWLEDGEMENT

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(Editor's Note: A "Tri-Lingual Conference" was held at Haifa University, November 15–16 1992, too late for a report on which to be included in this issue of the JOURNAL. The conference was sponsored by the British Council and included plenary keynote speeches and round-table study groups on language learning skills, code-switching, affective aspects, lexicography, disadvantaged learners, language policy, classroom management, materials writing, testing, and teacher-training.)

"EXTENSIVE READING" IN THE INTERMEDIATE SCHOOL: "READERS" FOR GRADES 7–9

by *Jennifer Elmaliach*

By the end of Grade 9 the majority of students should be able to read and understand books up to the level of Longman Structural Readers Stage 4. These books have a basic vocabulary of approximately 1100 words. In the Longman Classic Series of Readers the equivalent stage is Stage 3. In the Longman New Method Supplementary Readers the equivalent stage is Stage 3. For the very weak students, suitable titles from the Longman Easystarts may be used, but care should be taken that the subject matter is suitable to the age of the students. At a more advanced level there are the Oxford Progressive English Readers, Introductory Grade, in which the vocabulary is restricted to 1400 headwords. In the Oxford Streamline Graded Readers Series Levels 3–4 are suitable, and in the Oxford Bookworms Series students will be able to read up to Stage 3.

The subject matter of these books is varied and they cater to the widest variety of interests. No student will be able to claim that there are no books that interest him. In the event that the school library is inadequate, these books are inexpensive enough for students to be able to buy. Teachers can ask students to each buy a different title (at the teacher's recommendation) and these books can then be exchanged with those of other students in the class.

Teachers should avoid continually asking for book reports after every book read. This may destroy the enjoyment of reading and turn it into yet another piece of homework. One or two book reports per year should suffice, and these can take on a variety of forms.

The following table is a guide to the various Readers available and their vocabulary range.

Basic Vocabulary Range:
Less than 200 words:
Longman Easystarts
Oxford Start With English Readers Level 1

202

200–300 words:

Longman Structural Readers Stage 1
Oxford Stepping Into English Readers Level 1
Collins English Library Level 1
Longman Movieworld Level 1

300–500 words:

Longman Structural Readers Level 2
Longman Movieworld Level 2
Longman Classics Stage 1
Longman New Method Supplementary Readers Stage 1
Oxford Streamling Graded Readers Level 1
Oxford Bookworms Stage 1
Oxford Graded Readers 500 Headword (Junior)
Oxford Graded Readers 500 Headword (Senior)
Oxford Start With English Readers Level 2
Oxford Stepping Into English Readers Level 2
Macmillan Rangers Stage 1
Cassell Spotlight Readers Level 1

500–800 words:

Longman Structural Readers Stage 3
Longman Famous Lives
Longman Galaxies Level 1
Longman Movieworld Level 2
Oxford Streamline Graded Readers Level 2
Oxford Bookworms Stage 2
Oxford Graded Readers 750 Headword (Junior)
Oxford Graded Readers 750 Headword (Senior)
Oxford Start With English Readers Level 3
Oxford Stepping Into English Readers Level 3
Heinemann Guided Readers Beginners Level
Cassell Spotlight Readers Level 2
Collins English Library Level 2

800–1,100 words:

Longman Structural Readers Stage 4
Longman Galaxies Level 2
Longman Classics Stage 2
Longman New Method Supplementary Readers Stage 2
Oxford Streamline Graded Readers Stage 3
Oxford Bookworms Stage 3
Oxford Alpha Books (1000 headwords)
Oxford English Picture Readers Grade 1
Oxford Graded Readers 1000 Headwords (Junior)
Oxford Graded Readers 1000 Headwords (Senior)
Oxford Start With English Readers Level 4

Heinemann Guided Readers Elementary
Cassell Spotlight Readers Level 3

1,100–1,500 words:
Longman Structural Readers Stage 5
Longman Classics Stage 3
Longman New Method Supplementary Readers Stage 3
Longman New Method Supplementary Readers Stage 4
Oxford Streamline Graded Readers Level 4
Oxford Bookworms Stage 4
Oxford English Picture Readers Grade 2
Oxford Progressive English Readers Introductory Grade
Oxford Start With English Readers Level 5
Macmillan Rangers Stage 3
Cassell Spotlight Readers Level 4
Collins English Library Level 4

1,500–1,800 words:
Longman Structural Readers Stage 6
Longman Classics Stage 4
Longman New Method Supplementary Readers Stage 5
Oxford Bookworms Stage 5
Macmillan Rangers Stage 4
Heinemann Guided Readers Intermediate
Cassell Spotlight Readers Level 5
Oxford Start With English Readers Level 6

1,800–2,300 words:
Longman New Method Supplementary Readers Stage 6
Longman Simplified English Series
Oxford Progressive English Readers Grade 1
Macmillan Rangers Stages 5 and 6
Heinemann Guided Readers Upper
Cassell Spotlight Readers Level 6
Collins English Library Level 5

2,300–3,000 words:
Longman The Bridge Series
Oxford Bookworms Stage 6
Oxford Progressive English Readers Grade 2
Heinemann Rangers Stage 7
Collins English Library Level 5

3,000–3,500 words:
Oxford Progressive English Readers Grade 3
Macmillan Rangers Stage 7

3,500+ words:
Oxford Progressive English Readers Grade 4

TEACHING THROUGH MEETING: A DIALOGICAL ATTITUDE

by *Lenny Ravich*,
English Inspectorate, Northern District

I have been impressed, of late, with the amount, level and professionalism of our training courses for English teachers in the country. I have attended courses stressing reading comprehension, television, use of computers, homogeneous thinking and the use of games as instruments in stimulating pupil motivation. What makes me stop and think, however, is that courses emphasizing the basic human connection between pupil and teacher, the *all-important* communication between man and man, has been somewhat neglected in our training courses. This article is an attempt to fill that gap.

Why should we learn how to contact our pupils on a human level? Don't people learn English through correspondence, television, and computers without the aid of a real live teacher? That is just the problem. We seem to be moving on farther into an era of mass civilization, mass communication, where the individual loses significance and an individual life's meaning is called into question.

Abraham Maslow (1978) did some research on the hierarchy of needs, which he claims is the underlying factor in human motivation. He states that when the needs with the greatest potency are satisfied, the next level of needs pushes for fulfilment; the hierarchy reaches "from the most basic physiological needs to the highest order of esthetic needs". Eric Berne (1972) labeled one of those basic existential needs "recognition hunger". He states that if we don't get our daily dose (Berne 1972a) of recognition and attention, our spinal cord will shrivel up and this will ultimately lead to sickness and eventual death. Dr. Irving Yalom (1970) says that "Man by nature is committed to social *existence*. It may be viewed as a hunger. It is expressed as a desire for contact, for recognition, for approval and self-esteem. We have an innate propensity to get ourselves noticed". Erving and Miriam Poster (1973) allow that "the need for union and separation is 'contact'". They put it so well when they say: "I am alone, and yet to live I must need you. Lack of this meeting leads to loneliness. At the moment of union I am no longer only me, but me and thee makes us. This contact is the lifeblood

of growth". Henry Stack Sullivan (1970) contends that "the personality is almost entirely the product of interaction with other significant human beings".

What might be missing from our training courses is not only demonstrating a more dramatic, funnier or more colorful lesson to attract and hold pupils' attention, but in addition, instructing the English teacher in how to teach through "meeting" the pupils.

The idea of teaching through meeting is taken from Martin Buber's (1970) I THOU and I-IT *inter-human* relations and his Hasidic teachings. Buber's premise that "all real living is meeting" (1965) is an ideal meeting between pupil and teacher and should be seen as a non-hierarchial structure demanding full and genuine engagement, which, I should warn, is almost impossible to achieve. My hope is that a "dialogical attitude" (Jacobs 1978a) can be considered and discussed.

In order to approach this attitude in its entirety, the following elements will be observed: 1) teacher presence, 2) genuine and unreserved communication, 3) bracketing, 4) sense of wonder, 5) inclusion and 6) confirmation (Jacobs 1978b).

The first element is teacher presence. Buber spoke of this presence as the I-THOU mode of communication, which is the peak of human experience. He claims that we need the I-IT mode to live, but without the I-THOU we are not truly human. It is our personhood. I-IT is relating to pupils as objects to be influenced, changed or taught. I-THOU, on the other hand, "is spoken with one's whole being" (Buber 1966). It is a "directness, a presentness and a mutuality". Isn't it paradoxical that in order to influence our pupils we have to give up trying to influence them? In order for them to change we have to give up trying to change them? This means "meeting" with our pupils genuinely without demanding or expecting anything. It means confirming their existence as is and this is exactly where the potentialities are released to develop a relationship. A healthy classroom relationship is finding the balance between I-THOU and I-IT.

Teacher presence requires that we accept what is, to value others and ourselves, to accept, respect and appreciate the otherness of the pupil and to realize fully his/her distinct humanity; to be totally absorbed in contacting every pupil and to meet them where they are, and not where they are not. This is most difficult since it demands that the teacher not desire to be seen or appear as something, i.e. "good teacher" "hard marker" "good old boy" etc., and not to hide behind a professional title. Buber's (1966a) words are "step out from behind protected professional superiority into the elementary situation between one who is asked and one who asks". In other words it is the person of the teacher who creates the learning. As ONE he/she affects ONE and must allow him/herself to be touched and moved by the pupil.

This attitude, paradoxically, calls for both distance and relation. Being present means being available, being able to be both powerful and powerless. Buber's view (1966b) is that the teacher's personality is determined by his/her ability to respond or what Frits Perls (1973) calls "response-ability". Eye contact, physical touching and movement "bespeak one's presence" (Hycner 1985).

Genuine and unreserved communication is the second hurdle to jump. This does not mean to say that all that occurs to the teacher must be said. Impulse obscures the dialogue. What must be unreserved is the teacher's willingness to be honestly involved and say about him/herself what he/she believes will serve to create conditions for further dialogue, even if the teacher is fearful of how he/she will be received. The communication must be relevant to the task at hand and shared only if it helps the pupil take the next step (Jacobs, 1978c).

Bracketing means that the teacher suspends presuppositions and his/her own world view as much as humanly possible. When I first began teaching in Israel as a new immigrant, I had brought a picture in my mind of how classrooms had been managed in the U.S.A., and found it most difficult in bracketing off and accepting the "what is" of Israeli reality. I found it almost impossible to put aside my "shoulds" and my "supposed-to-be's" and my own meanings, biases and prejudices. I also found myself relating to a "socially deprived" pupil, or "dyslexic", or "slow-learner" or "hyperactive" or any other conceivable title I could invent in order to categorize the pupil population. Couldn't I have rather set these labels aside so as to allow myself an "entry" into the "dynamic center" or into the "thou" of the student? (Hycner 1985b). This, too, is a paradox since the teacher must approach the pupil empty-headed in order to receive his/her reality. If the teacher is successful in setting aside prejudice in order to feel what the child feels, the genuineness of such an effort will be sensed and often deeply felt and appreciated.

The teacher's sense of wonder (Hycner 1985c) is the willingness to always be surprised. The authentic openness to the beauty of the other cannot occur if the educator maintains notions of who the pupil "should" or "ought to" be. If I am not amazed at least once during a lesson (whether observing or actually teaching) that's either an indication that I'm burned out or not in touch.

One of our great essential needs as humans is to be fully understood by another human being. There is probably nothing so horrifying as to be alone and in a place where no one understands. In other words, we need to be confirmed. To confirm the pupil the teacher must first practice inclusion; that is, the teacher attempts to feel the other side, to concretely imagine the reality of the child, in him/herself, while still retaining his/her own identity. This act of inclusion asks that the teacher enter into the phenomenological world of the pupil, without judgment, while still knowing his/her own being. This is the bedrock of learning. The teacher meets the student where he/she is, recognizes and affirms the child's existence, while perhaps saying that his/her current behavior is unacceptable. Another paradox? I contend someone and still confirm his/her existence? "I confirm him who is opposed to me" (Buber 1965).

In the present we are meeting a person who is living and changing, witnessing what that person CAN become. The child's potential is unfolding before our very eyes. The teacher is to establish an alliance and bonding with the pupil. The student needs

to experience deep in his heart that the teacher understands or at least is making an effort to understand.

This requires an attempt to reach the "Thou" (Buber 1970b) of the pupil. What is that "Thou"? It is to focus on the soul of the pupil rather than being pushed away by certain behaviors, which are often a call for help. It is the teacher's ability to capture the "spirit" of the pupil. It is a "being with" which invites the teacher to understand what the child's life is like before he/she can bring a contrasting or conflicting point of view. There is a reality that is greater than the sum total of the experience of the teacher and the pupil. This reality is the concept of "the between" (Buber 1966b). Together they form a totality that provides a content for the individual experiences of both. Thus, the I-THOU meeting.

The task of the teacher is to build a bridge to where the pupil is. It is not the task of the pupil to build a bridge to where the teacher is. The teacher enters "the between" and explores the growing edge that can only happen when person meets person. Buber (1966c) holds that this dialogical attitude is the required stance for anyone who would be an educator. This dialogical attitude permits the possibility of the I-THOU moment (a temporary state since returning to the I-IT is absolutely necessary) between two people. It releases pupil potential for the possibility to develop a relationship. Still another paradox! The teacher cannot expect results.

This dialogical attitude is not only a model for contacting, lived out to its highest level; it is also the model for the possibility of growth and education for the entire class. This approach could perhaps pave the way, in our little country, for a new experience for pupil and teacher alike, to meet and be met where one has never been met before*.

I would like to close with this quote from Martin Buber (1966d): "...confirmation does not mean approval, but no matter in what I am against the other, by accepting him as my partner in genuine dialogue, I have affirmed him as a person".

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TEACHING NATIVE SPEAKERS

by *Raquelle Azran*, Teacher-Counsellor for native English speakers

Over the past months, I have met with inspectors, teacher-counsellors and teachers of English, as well as with school principals and parents of children studying in "native speakers" classes.

The purpose of such meetings was to gain first-hand knowledge of the teaching of English to native speakers as it exists in the school system today, so as to be able to identify problem areas requiring modification.

Almost immediately it became evident that basic problems exist in many aspects of teaching English to native speakers, both pedagogical and administrative. I shall first address myself to a rundown of the problem areas, and discuss suggested ideas for solution, by means of guidelines suggested by the English Inspectorate and not by issuing rigid rules of implementation.

Problem Areas

1. criteria for students — what level of language skills should be required from students classified as native speakers at each grade level? Other than language skills, what additional criteria are relevant (length of time spent abroad, amount of schooling abroad, language environment at home, etc.)? Should qualifications for studying in the program — both original admittance and continued participation — be somehow standardized or left to the decision of each school?

2. criteria for teachers — should only true native speakers of English be allowed to teach native speaker classes? What sort of foreign teaching license is sufficient and what sort of Israeli teaching license should be required? What kind of special preparation, if any, is needed to equip an English teacher to teach these classes?

3. lack of a graded syllabus taking into consideration special strengths and needs of native speakers. Recommendations needed regarding subject matter with relevant emphases on skills, especially writing skills including creative writing, spelling and discourse. When and how should grammar be taught?

4. availability and appropriateness of curricular materials: textbooks and workbooks, literature for intensive and extensive reading, audiovisual aids and computer software.

5. grading — on an absolute scale or compared to regular English classes? (especially regarding ציוני מגן).

6. taking the Bagrut exams at the end of 11th grade: does taking the exam at the end of the 11th grade signify an end to English studies for native speakers; if not, what are the alternatives?

7. individual native speaker(s) studying in regular English classes — problematic vis-à-vis teacher, student(s) and class in areas of subject matter and class discipline.

8. administrative framework of native speakers program:

Option A — administered and budgeted by school. Teacher is salaried personnel, professionally accountable to the English Inspectorate and program is coordinated with the head of the English department.

Option B — administered by school, budgeted by parents. Varying degrees of school involvement in teacher selection, study program, admittance of students to program, etc.

Option C — administered and budgeted by parents. Minimal to negative interface between program and school.

Areas of tension (most pronounced in option "c"):

- between teacher and regular staff — differential salary rates, "luxurious" vs standard teaching conditions, perceived autonomy of teachers of native speakers.
- between teacher and school — lack of participation of teacher in school activities (parent/teacher meetings, school trips, etc.).
- between parents and school — basic school antagonism to "elitist" grouping, unwillingness of school to deal with logistics and/or legal ramifications of program.
- between parents and teacher — undefined study program and unclear expectations, disagreement about who is eligible to study in program, inability of parents to organize program before October leading to constant uncertainty of teacher as to continued employment, recurring problems as to rate and terms of pay including refunds for individual cancellations.

Different frameworks of study exist in all three options.

Native speakers study:

- same number of hours / fewer hours than regular classes
- before or after school hours / simultaneously with regular English lessons
- in separate classes / partially separate, partially integrated with regular English class.

Suggested Guidelines

1. criteria for students — students will be admitted to programs according to results on achievement or placement tests. Such tests will be composed under the aegis of the English Inspectorate, preferably by a working group of experienced teachers of native speakers. The tests will be administered by each school to those students fitting the formal description of "native speakers" as well as to students possessing near-native speaker language skills. Tests should be scheduled so as to enable continuity in organization of the program, around Passover. A successful test grade is the minimum requirement for continuing in the program.

Individual school discretion and flexibility in standards will remain, however, the final arbiters of participation in the native speakers program.

2. criteria for teachers — the optimal teacher should be a true native speaker of English, with full accreditation as an English teacher and possessing a teacher's license issued by the Israeli Ministry of Education. In addition, the special nature of native speaker teaching in Israel (a student population with diverse levels of native and near-native skills, constant flow of pupils between the native speaker and regular English classes, etc.) justifies additional teacher preparation, which we suggest should be done within the framework of 5-day summertime or vacationtime course to be held all over the country, as needed.

3. syllabus — it is not deemed necessary to establish a separate syllabus for native speakers. On the contrary, one of the greatest strengths of the program has been the special and incremental emphases of individual teachers. However, the afore-mentioned working group will be compiling a program of suggested topics and methodologies to be used by the teacher and adapted to each specific class.

4. courseware — evaluation and authorization of courseware suitable to native speakers is an integral part of the program. In addition, we propose to set up a central resource bank to share materials written by individual teachers.

5. grading — in the primary and junior high school, the student's grade should reflect his/her achievements relative to the class. In the higher classes, where the grade has bearing upon the final Bagrut grade, it may be necessary to introduce a factor to increment equitably the native speakers' grades.

6. Bagrut exams — programs tend to be phased out as soon as students do the English Bagrut. It is therefore recommended that native speakers be encouraged to undertake a continuing English program in the 11th and 12th grades. Two options for such a program are the translation skills program for truly bilingual students, and writing an עבודת גמר on some aspects of literary or linguistic analysis.

7. individual native speaker(s) studying in regular English classes — the native speaker

should be stimulated by additional work and materials. Suggestions will be made regarding both content and methodology.

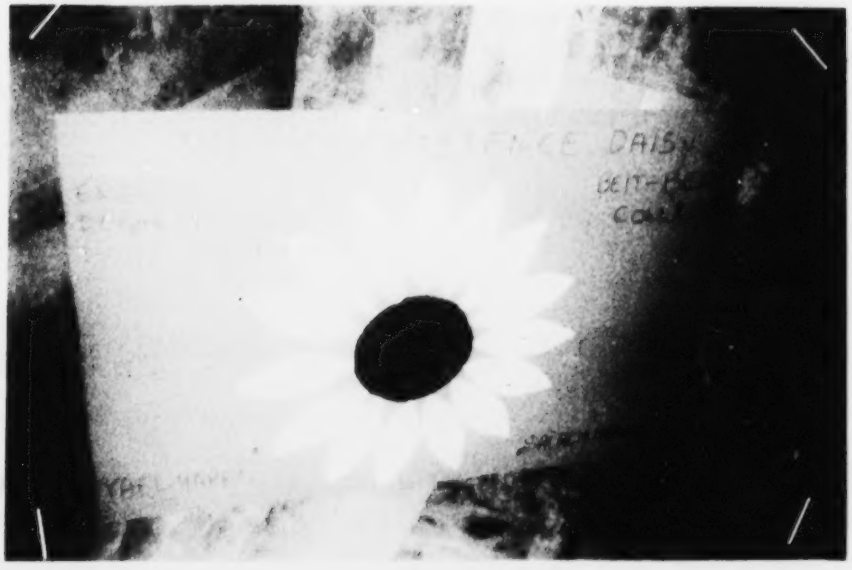
8. administrative framework of native speakers program — one of the most problematic aspects of the system. Many of the problems can be ameliorated by increasing school commitment and having the school assume a more salient role in the planning and implementation of the program. Other problems should lessen with the introduction of standards into the native speakers program. Further clarification by the Ministry regarding rules and regulations of תל"ן (תכנית לימודים נוספת), which is the current legal basis for parental budgeting of programs, is vital to the viability of existing programs.

It must be stated, however, that the growth and success of the native speaker program within the larger framework of English Studies must eventually depend on the re-institutionalization of דוברי אנגלית as a legitimate subject deserving of study-hours and budgeted by the Ministry within the primary and junior high school systems. Such legitimization will inevitably spill over to the high schools and will thus ensure continuity of the native speakers program throughout the school system.

THE COEXISTENCE DAISY

by *Salah Mahajna* &
Yael Harel
Paper presented at the
Inspectorate Summer School,
July 1922

There is a saying in Arabic "kul turuk betwada a-l-tachone" ("All roads lead to the mill"). If one has a high ideal, it is like the summit of a mountain: no matter what road you take, you will get there. Our ideal is coexistence between Arabs and Jews: our medium, or road, is our profession, teacher training in the field of TEFL. Salah being the Head of Department in the Arab College of Beth Berl College (as from now also the English Inspector for the Triangle, East Jerusalem and the Negev) and Yael the Head of the English Department in Beth Berl College, we are toiling at our task in Beth Berl, since "Charity begins at home."



We are delighted to share with you an interim account of our activities so far, hoping to achieve many more things in the future. We got used to regard each of our projects as a white petal adding up to a "Coexistence Daisy". Instead of traditionally tearing it apart, "Loves me— Loves me not", we are building it petal by petal into one superb white collective flower of peace, a flower made of love.

PETAL 1 — Salah Studies in Jewish Institutions

"My commitment to coexistence started long before I met Yael. I was the first Arab student in Afula secondary school. I learned Jewish history and tradition and learned to appreciate and love the Jewish people. I see a similarity between the destinies of our two peoples and respect the suffering of both. Later, I completed my teacher training in Hadassim, my B.A. and half M:A. in English Literature at Bar-Ilan University. Now I am finishing an M.A. in TEFL (thesis defense stage) at Tel-Aviv University. I have many Jewish friends and wish all Jews and Arabs coexisted in peace. One confession: my first love was a Jewish girl!".

PETAL 2 — Yael runs a coexistence project based on art encounters

"I started working with Salah in June 1991. By then I had already made my first steps in Jewish-Arab coexistence. In 1988, when the Intifada had broken out and I had become the representative of Beth Berl in The Associated Schools of UNESCO, I decided to involve my didactics students into a coexistence project. First we taught stereotypes, conflict resolution and Arab culture in Ben-Zvi Junior High School in Kfar Saba. Then we initiated art encounters with Taibe, Ibn-Sina school. The Art encounters have become a tradition by now. Now Ben-Zvi is meeting Tira Junior High School and has even been awarded the education prize for this unique initiative. Dr. Uriel Zohar and I conduct art encounters for Jewish and Arab students in Beth-Berl and also for the staffs of Ben-Zvi and Tira. In 1992/93 we hope to extend the activities to art encounters for parents."

PETAL 3 — Yael is learning Arabic

"I speak, read and write 6 languages. I acquired them all before the age of 20. By now, I am aware of the various aspects of language acquisition. I am verifying them by introspecting.

1. Motivation is necessary. I want to learn Arabic, to understand the people living with us in the same country for ever.
2. Exposure is essential. I seek communicative situations by speaking to my students, visiting villages on weddings and holidays.
3. Repetition is very important. At the Id-El-Feter feast I faced a crowd of children. I asked every one of them his name, age, where he lives, etc. and... "Why are you laughing?"."

PETAL 4 — Salah represents the various English teachers organizations in the Arab sector

"I believe in being involved in the various organizations of our active community of English teachers, teacher trainers, scholars and inspectors. I am the representative of the Arab branch of ETAI and I also belong to CONTACT, TESOL, UTELI."

PETAL 5 — Yael's account of the Arab students in the English Department of Beth-Berl

"The English Department of Beth-Berl has about 200 students. Approximately 20% are Arab. They study in the 4 year programme for a B.Ed, they complete their qualifications from "Senior Teacher" to B.Ed, they do the retraining of academics for a Teaching License and the In-Service Training School for Senior Teacher certificate or for enrichment. The Arab students are highly motivated. Most of them continue to post-graduate studies. They also have a deep in-service training awareness. Besides, the English Center of Beth Berl is very often visited by Arab students who are keen to improve their ways of teaching."

PETAL 6 — The "marriage" of the Arab and Jewish English Departments — Salah & Yael

"From the 1992/93 academic year, Yael will help organize the English Department in the Arab College and Jewish teachers will start teaching the future Arab English teachers from the College. Simultaneously, Arab lecturers will start teaching in the English Department of Beth Berl. Salah will be one of them. This is the first time that such cooperation will be taking place."

PETAL 7 — Yael, Salah & Malcolm's baby, The Heads of Department Course

"We founded the Heads of Department course in order to create an educational leadership among English teachers in the Arab Sector. This course is sponsored by The British Council thanks to Malcolm Johnson, its Education Officer. This is a 2 year course which offers advanced studies like Alternative Ways of Teaching, Testing, and Team Management. The team spirit in the course is excellent and finds its expression in the "haflas", the high attendance and the students' dream of going together to England."

PETAL 8 — Salah organizes in-service training in the Arab sector

"I have been the Teacher-Counsellor, working with the Inspector of the Arab Sector, Mr. Alexander Nachas, for the past ten years. During this period of time I organized exhibitions of books and of games and projects made by the teachers. I also invited my Jewish friends and colleagues to give lectures and workshops. Yael has been one of the active figures in this respect, teaching Cooperative Learning and Heterogeneous Classes to my teachers."

PETAL 9 — GAP, English volunteers — Malcolm, Salah & Yael

"A new joint project with Malcolm Johnson is the GAP project. Young volunteers from England intend to come to Arab villages in order to expose the students to authentic English. They are going to get two days of training at Beth Berl."

PETAL 10 — Salah & Yael's twins — The Golan Heights & Beth Berl twin English Centers

"First the Druze English teachers, under the juidance of Salah, came from the Golan to the Beth Berl English Center for a lovely day of TEFL and coexistence. Then Yael and Salah went up to give an in-service course, and consolidate the relations. Yaffa Shuval, Head of the English Center, took a very active part in this relationship. 9 months later the Golan English Center was born."

PETAL 11 — Elementary Senior Teachers retrain for Junior High Senior Teachers — Salah & Yael

"One of the main goals of Salah as inspector will be to raise the level of his teachers. A first group of 20-30 teachers will start a programme of retraining from Senior Teacher for Elementary school to Senior Teacher for Junior High School. We have a feeling that they will continue to a B.Ed."

PETAL 12 — Yael & Salah teach the Jatt "whiz kids"

"In Jatt we taught a course for Bagrut to the gifted highschool children. This promising group of highly intelligent children is part of the future of this country. They are motivated, they want peace and want to contribute to society. Their English needs improvement. It is the key to their higher education. It was a lovely summer course...".

Now the flower is round but not complete: there is room for many more petals. Some are under way, but still a secret. We hope other colleagues of ours, who are engaged in similar projects, will write to the ENGLISH TEACHERS' JOURNAL. We also hope that many more colleagues will get the "bug" and try to contribute to the same ideal which is at the core of our future as one state and these two nations destined to live here forever in coexistence!

NOT A SACRED TEXT, or EDUCATIONAL JOURNALISM

by *Susan Bellos*,

I prefer books to newspapers. I even include some textbooks. There are some excellent ones, which even if pupils will not exactly pick up and read for fun, will not only help to teach them English, but may also help to educate them.

However no textbook, even if it uses material culled from the media, can ever be anything like a real newspaper or magazine.

This is of course, because a textbook is generally planned to take two years to prepare and to have a lifespan of some 6 years. While there are books which use texts taken directly from magazines or newspapers, which make them look suitably up-to-date, their excellence often lies in the originality of the exercises or tasks provided, rather than the relevance of their material.

In fact, the poor media-based textbook writer is stuck with the considerable problem of finding subject matter which will not date too hideously over the next eight years.

This often means that he or she is obliged to resort to that handy issue of our times, which to the exquisite relief of all editors everywhere is always there, namely ecology.

Now of course global warming, pollution, the destruction of the forests or the wetlands or the wilderness are all very important issues. Most other people agree that they are very important issues too, which is why they are considered safe, safe for textbooks, safe for unseens and cloze passages and safe for class discussion.

Unfortunately as this kind of safe subject is dead boring to your average eleventh grader — or indeed your average newspaper reader — it is rather difficult to get a sparkling discussion going about, say, chemical waste. What might possibly get a discussion going are topics such as: should Aids patients have their illness marked in their I.D. cards, should there eventually be a Palestinian state in the West Bank and/or Gaza at the end of an autonomy period, should Israel give back the Golan Heights, should smoking be permitted in the teachers' room, should psychometric tests be banned, should Israeli Arabs serve in the army or the diplomatic corps, should soldiers be required to give organ transplant instructions in case they are killed in action,

should Jews live in Silwan, should women be trained as fighter pilots, should there be buses in Jerusalem on Shabbat, did Mordechai Vanunu have a point in the nuclear-proliferated Middle East, should the army release psychiatric data about soldiers, or should the Ministry of Education start planning bi-lingual schools for Israeli Arab and Jewish pupils?

Of course not many of us would be keen to tackle some of these subjects head on with uninformed 16–18 year-olds who may have passionate opinions, and may feel particularly furious and frustrated as they struggle to express them in a second language. Nor is it edifying or educational to have an English lesson turned into a shouting match. However all of these subjects can be handled with various techniques, which are chiefly designed at taking the heat off the teacher, who should then be free to conduct a serious discussion with some decorum.

One notable technique has been devised by Evelyn Ezra of Jerusalem's Boyar School. It has been used in handling class discussions generated by the Jerusalem Post's Simpler English magazines and other publications, and we have called it "The Hot Potato" technique or HPT.

HPT takes the hot potato of say the Golan Heights or Aids or Vanunu, and hands it to the pupil. The teacher should merely get the class to read the relevant article, or read it to them, then divide the class up into groups. A group leader should be appointed in each case. The groups should then be asked to debate the issue internally and come to a position together. The group leaders should then report these positions to the class, and then debate them, with the teacher as moderator. The class can then vote as to which group has presented the most convincing argument. This exercise is important for many reasons. It focuses class attention on a serious issue, obliges them to think, to argue and debate, and it obliges them to organise. It is in fact an exercise in democracy, which is what reading newspapers, as opposed to reading literature, I suggest, should be all about.

It is important here to remember the rather obvious truth that newspapers and magazines are written and put together by journalists. You might well point out that journalists are often ignorant, opinionated and semi-literate. But think that the most important thing about journalists in this context is that they are not teachers. Consequently they have no didactic urge to spoonfeed, process or pre-digest any information for school pupils. They will give you the stuff in the raw. Sometimes, because they put it together in a hurry, they will make spelling, grammar and even factual mistakes. But this is the kind of raw stuff that your pupils may be reading long after they have dumped textbooks forever, and it may be wise to get them acquainted with the real thing as soon as possible, in order to help them to cope with it more easily in future.

"Coping" here means learning to read newspapers and magazines both skilfully and critically. The key word is "read", since some pupils will dump almost all books along

with the textbooks after they finish secondary school. Reading news is something which is much more intellectually demanding than, say, watching it on CNN. It is much more valuable, if it is done right. If you cannot get your pupils into the habit of reading a book a month, you can at least get them into the newspaper or magazine reading habit, something which is still not quite dead in Israel.

But we are doing a great disservice to pupils if we don't teach how them to read the raw stuff as skilfully and critically as possible. Reading skilfully of course means, for example, skimming and scanning, which is of crucial importance not just in learning how to handle the Friday papers, but also in how to prioritize and make decisions based on that primary impulse: what am I interested in? what do I want? what's relevant here to my life?

You can only do that if you have a newspaper in front of you. There's just no way that you can prioritize a T.V. programme, once you have made the decision to switch it on. You cannot easily analyse it either, since, even with a video, a news programme or even a discussion is a series of fleeting images.

One of the nice things about newspapers is that, like the old ad for "The Guardian" said, they are very useful for cleaning omelette pans or wrapping up fish and chips. They are not sacred texts. But many pupils still tend to say "It was in the paper" when they mean "It's true". The best way you can demonstrate how little newspapers have to do with facts — and how much they have to do with opinion — is to bring three or more different newspapers to class and compare how each paper reports on the same issue. More importantly, any reading of any newspaper article must always be accompanied by questions such as who said it, where did he say it, who did he say it to, and, if it is one of those famous surveys or opinion polls, which survey? how many people were asked? out of how many? which people weren't asked?, etc. The point here is merely to indicate that while newspapers may be tomorrow's history, they certainly aren't today's science.

I noted before that newspapers are written by journalists. Journalists are often journalists because they want to change things, or as the jargon goes "have impact." More importantly, they usually have a better idea how to effect change than your average citizen. Few journalists would be happy giving a lecture on democracy. Some would not know what to say. But they all know how democracy works.

They know for example that if you and your class want to do something about vivisection in Israel you (a) write to a concerned M.K., say one who is working on the new Animal Protection law, and suggest that your class comes to meet him or her, (b) your class comes along with some proposed changes in the law and then sends a letter about the visit to the M.K., saying how helpful/awful the particular M.K. was, to the newspapers, with of course a copy to the M.K., (c) somebody in your class sends or takes a picture of a poor miserable animal being tested for cosmetics in a lab or a picture of demonstrators against vivisection, and sends it, plus a very

short report with the names of all concerned, to all the newspapers. One of them will certainly pick it up, as an interesting angle on the vivisection story.

Journalists know too that if you want to do something about the exploitation of some new immigrant children, you phone up: (a) the municipal spokesman; (b) the Ministry of Education spokesman; (c) the Ministry of Labour spokesman; (d) The Ministry of Absorption spokesman, and complain that 9 year old Russian kids are working in the Carmel Market — or in worse places. Why aren't they in school, you might ask. What hours are they working? Who is protecting their rights? You then report the contents of their reactions to a newspaper, sending of course a picture. No newspapers can ever resist good pictures.

Journalists also know how to create news. A sympathetic journalist can listen to a community or social worker working with battered women, the homeless, the disabled, etc. and point out that a demonstration will get them better coverage than a press release.

If you don't believe that news, both honest and dishonest, is often created by journalists, try listening to the news on Saturday. Unless there has been something exceptional, the local news is very thin. That's not because nothing has happened. Something is always happening all the time. It's merely because Jewish journalists prefer not to work on Shabbat, so nobody has made any news.

The reason why I am referring to some of these slightly seditious sounding activities is because we live in a society where there is indifference towards, and often misunderstanding of, the roots of the democratic process.

Perhaps this is because a minority of our citizens have had to fight for democracy, or perhaps it is also because it is not commonly appreciated here, as opposed to the U.S.A., parts of Europe, Australia, etc., that democracy can only be nurtured and preserved by the active participation of the public in civic life.

Lots of teachers after a miserable morning with a difficult Grade 9 or 10 class say that there is nothing, but nothing, these kids care about except their own very narrow adolescent concerns. They don't give two hoots or two damns about anything remotely approaching a public issue. This may or may not be true, but there is bound to be something that the teacher cares about. And there is bound to be something that affects both of their lives.

I am not suggesting here that teachers should all be throwing their English classes onto the barricades, and taking their schools out on demonstrations. What I am suggesting is that using a newspaper is more than having a choice of up-to-date, "relevant" "unseens" readily available every week or month. It can also be used to actively involve students in the democratic process. Members of the Knesset, Ministry and municipal officials are there to be badgered. All of them have official spokesmen who should be used by the public for information, and not just by politicians for their own public relations. Newspaper work with classes obviously involves Hebrew or Arabic activities, but all

reporting and planning of projects should be done in English. Any activity can also be based on information from a newspaper or magazine which is published in English.

There are "big" issues and "little" issues. The so-called, "little" issues are often reported in local papers or supplements. They aren't really so little, because it very much affects the quality of our daily lives if we do something about dangerous local crossings, drugs, pornographic shops or movies in the neighbourhood, non-enforcement of smoking bans, litter and refuse on green spaces, etc. And "little" issues are of large importance in newspaper work because something can demonstrably be seen to be done about them.

"Big" issues such as the peace process, or lack of it, nuclear proliferation, Aids and the rights of individuals, can all galvanise pupils into discussion, if they are presented in a challenging and provocative way. Galvanising pupils into discussion, if it is done properly, may, or may not, galvanise them into some civic or political action. But if it is done properly in class with the HPT or other methods, it will certainly galvanise them into some thinking.

But the most important reason of all for using newspapers or magazines is probably because they are a channel to the much larger world beyond the classroom. There is no reason on earth, for example, why your class should not write to the U.N. about missing prisoners, or why they should not write to the New York Times or Time magazine about the vulnerability of settlements on the Syrian border. These august institutions might even be charmed to have a class letter from a bunch of Israeli 17 year-olds.

What's all this got to do with English? I can hear the rumblings in the back.

I don't know, except that English is the way to the world of here and now. English is both the path to, and the window of, that world.

Susan Bellos is the editor of "Student Post", "Hey There!" and "Yours", the youth magazines of "The Jerusalem Post".

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SUPPLEMENT ON TEACHING "TRANSLATION SKILLS" AND ON ISSUES OF LANGUAGE TRANSFER

BAGRUT EXAMINATION IN "TRANSLATION SKILLS", 1992

OPTION 1: Translation from English into Hebrew

תרגם את הקטע שבעמוד הבא, ודון בעשרת הפריטים הממוספרים ומסומנים בקו, המופיעים בקטע (70 נקודות – לתרגום הקטע; 30 נקודות – לדיון בפריטים הממוספרים).

דון (בעברית) בתרגום של 10 הפריטים שמוספרו וסומנו בקטע.
מדוע בחרת בתרגום זה? מה היו הקשיים או הבעיות שעמדת בפניהם בבחירת התרגום שלך (ניבים, מבנים דקדוקיים, דו־משמעויות, נאמנות לשפת המקור ולסגנון הייחודי של הקטע שלפניך, וכו')? מה היו הבררות בתרגום ששקלת אך דחית – ומדוע?

HELLO! HOW ARE YOU?
(But please don't tell me. I don't really want to know.)

There are some who honestly believe that when somebody greets them with "how are you?", that person is really interested in the state of their health and (1) **fortune**. This, of course, is rarely the case. How a once genuine inquiry has deteriorated into a rote phrase, generally uttered without feeling or caring, is a sad commentary on life today.

The only thing to be said for "how are you?" is that it is at least one degree up from (2) **the more recent "take care"**, which is as meaningless as "have a good day". These parting wishes are frequently preferred by absolute strangers with whom (3) **one has had the most minimal dealings** and who not only forget you the minute you've left their presence but (4) **couldn't care less** about what kind of day you have.

Once upon a time, because the person asking was really interested, "how are you?" did prompt an honest reply. Now, if the honest answer entails a sad story, it usually takes

no more than 30 seconds for the inquirer's eyes either (5) **to glaze over** or to look desperately around for possible help.

I have asked a number of people what they think. Mrs. Ruth Strock has (6) **a close relative** who either (7) **isn't up** on the nuances of greetings or doesn't care. "When she's asked how she is, she answers with a whole litany of what's wrong with her. She takes the query literally and she drives people nuts", Ruth says.

On the other hand, when the question is addressed to her husband, Henry, he answers with "I'm terrible". In fact, it rarely happens to be the truth; the reply originated when he realized that the (8) **usual answers were never listened to**. "This gets their attention", he says.

Don't ask Dr. Lawrence Brown why his answer is (9) **"fair to middling"** — he has no idea why he says it. Once in a while he'll vary it to "could be better".

Then there's Mrs. Dorothy Leeds, who quite often doesn't answer the question at all. She merely asks one of her own: "Why are you asking? Do you really want to know?" And what happens then? "Some people get annoyed; others say (10) **they were just being** courteous", she says.

OPTION II: Translation from Hebrew into English

Translate the following passage and discuss the 10 items numbered in the passage. (70 points — for the translation of the passage; 30 points — for discussing the numbered items),

Discuss (in English) your translation of the 10 items numbered and underlined in the passage. Why did you choose that particular translation? What were the difficulties or problems you faced in choosing your particular translation (idioms, grammatical structures, ambiguities, fidelity to the source language and the specific style of this passage, etc.)? What alternative translations did you consider and reject — and why?

אנגלית" שפה סובלנית

(מעובד על־פי מאמר מאת יורם ברונובסקי בעיתון "הארץ")

באמצע נובמבר התכנס בפאריס כינוס גדול ל"שמירתה ולהפצתה של השפה הצרפתית". שלא כבכינוסים דומים בעבר, שררה בקונגרס זה אווירה אופטימית. עצם השתתפותן של 47 מדינות פראנקופוניות היה אמור להעיד על מצבה הטוב של הצרפתית, אף (1) **שהיה אפשר לתמוה** שהשתתפו בכינוס מדינות כבולגריה או רומניה, שאוכלוסיותיהן אינן דוברות צרפתית.

הצרפתית (2) **מתבוננים זה כבר** בחרדה בהתמעטות חשיבותה הבין־לאומית של שפתם היפה. נראה שלא תהיה הפרזה אם ייאמר שכינוס זה, בדומה לקודמיו, היה מכוון יותר נגד האנגלית כשפה (3) **המשתלטת והולכת** על העולם, אפילו יותר משהיה בעד הצרפתית. לנוכח העובדות המצביעות על הדומיננטיות של האנגלית, נראית הנימה האופטימית כניסיון נואש למדי לעידוד עצמי.

ההשוואה בין מספר הפרסומים בצרפתית (50 אלף בשנה) למספר הפרסומים באנגלית (150 אלף בשנה) מעידה בעליל על המקום המשני של הצרפתית. קשה לדבר כיום על הצרפתית כשפת הדיפלומטיה, (4) **קל וחומר** (5) **שפת השיג והשיח הבין־לאומי.**

יש היבט נוסף הקשור במאבק בין שתי השפות, ההולך וגובר עם התקרבותו של האיחוד האירופי. האנגלית היא בלי ספק המועמדת הסבירה ביותר להיות "השפה האירופית". הפרדוקס הוא שדווקא שפתה של בריטניה, המדינה העוינת ביותר את רעיון האיחוד, המדינה שעדיין לא הוכרע בה המאבק בין מתנגדיו לבין "החוששים להחמיץ את הרכבת האירופית", היא (6) **העתידה להיות** שפת הקשר האירופית הראשית.

פרדוקס נוסף הוא שלאו דווקא השפעתה הישירה של בריטניה היא שהכריעה בדומיננטיות הלשונית הזאת. האנגלית משתלטת על אירופה, כמו על העולם כולו, תודות לכוחה של ארצות־הברית. האמריקניזציה של העולם כולו, ושל אירופה בפרט, מתבטאת כמובן, בראש ובראשונה, בהשתלטותה של האנגלית על העולם. מדיסנילנד הממוקמת בקרבת פאריס ועד כיכר פושקין במוסקווה, שמתמשכים בה תורים ארוכים לפני מסעדת "מקדונלד", בא לידי ביטוי הכיבוש התרבותי, שמישהו כינה בשם הקולע "האימפריאליזם של ההמבורגר".

השימור וההפצה – שתי מטרות הקונגרס הפראנקופוני – הן במידה רבה מושגים העומדים בסתירה פנימית: (7) **ההפצה טעונה** תמיד עיוות ושיבוש, ואילו השימור מחייב צמצום ואליטיזציה. הצרפתים, שלא היו נכונים מעולם להתמודד עם הסתירה הפנימית הזאת של מדיניותם הלשונית, קוצרים היום במידה רבה את פרי העיוורון הבלשני שלהם. שפה המבקשת להיות שפת עולם חייבת (8) **להשלים** עם עיוותיה הבלתי־נמנעים; הטהרנות הלשונית היא אויבת התפוצה הלשונית.

האנגלית היא השפה (9) **הסתגלנית** ביותר בעולם. לעומתה (10) **טבועה** השמרנות הלשונית היטב בתרבות הצרפתית.

SUGGESTED ANSWER SHEET (Note: examiners also took into consideration alternative translations offered, of course)

דגם מיומנויות התרגום, קיץ תשנ"ב

שלום; מה שלומך?
(אבל בבקשה / אנא על תענה / תגיד לי. בעצם, אני לא רוצה לדעת / אני לא ממש רוצה לדעת / האמת היא שאני לא רוצה לדעת.)

יש המאמינים בכנות, שכאשר פונים אליהם בשאלה: "מה שלומך", השואל באמת רוצה / מתעניין / מעוניין לדעת מה מצב בריאותם, מצבם הכספי, ומה בכלל קורה אתם. כמובן, זה קורה לעתים רחוקות. כיצד / הדרך שבה שאלה זאת, שהיתה פעם שאלה כנה והפכה למשפט ריק מתוכן / הידרדרה לאמירה נבובה / שחוקה שמובעת ללא רגש או עניין / אכפתיות / היא תיאור עצוב / עגום של החיים כיום.

הדבר החיובי / היחידי שניתן לומר לטובת / על "מה שלומך" הוא שזה לפחות בדרגה אחת מעל האמרה העכשווית יותר / שהתקבלה לאחרונה / "שמור על עצמך" שהיא חסרת משמעות כמו

"שיהיה לך יום טוב", משפטי / 'איחולי' פרידה אלה נאמרים לעתים רחוקות על־ידי אנשים זרים לגמרי / לחלוטין שאתם לא היה (לך) כמעט כל קשר / שיג ושיח / שאתם היה לך קשר מוערי / קשר מוגבל / שלא זו בלבד ששוכחים אותך ברגע שנעלמת מתחום ראייתם / מעיניהם אלא באמת לא אכפת להם איך יעבור עליך היום / איזה מין יום יהיה לך / יעבור עליך.

בעבר / פעם / כשהאדם השואל את השאלה באמת / אכן / התעניין, "מה שלומך" אכן תבע תשובה כנה. כיום אם התשובה הכנה מכילה / גוררת אחריה סיפור עצוב, לא עוברות יותר מ־30 שניות עד שעיני השואל מאבדות את זיק העניין שהיה בהן / מתחילות לבהות או שהן סוקרות את / משוטטות על פני / הסביבה הקרובה ביאוש בחיפוש אחר עזרה אפשרית.

שאלתי מספר אנשים לדעתם. לגב' רות סטרוק (יש) בת־משפחה קרובה אשר אינה מתמצאת / מעודכנת / בדקויות הברכות / בברכות למיניהן / או שלא אכפת לה. "כשהיא נשאלת / כששואלים אותה מה שלומה, היא עונה במבול / בים של הסברים / ברשימה של צרות / תלונות על מה שלא בסדר אצלה. היא מבינה את השאלה כלשונה / מילולית ומשגעת את האנשים / מוציאה אנשים מדעתם", אומרת רות.

לעומת זאת / מאידך / מצד שני / כשהשאלה מופנית לבעלה, הנרי, הוא עונה "נורא". למעשה, לעתים רחוקות זה כך / אין זה נכון. התשובה מקורה בכך / נובעת מכך ש / הוא החל לענות כך כאשר הבין / תפס / שאנשים לעולם אינם / שאין / מקשיבים לתשובות השגרתיות / הרגילות / הצפויות / המקובלות. "תשובה זאת מושכת / לוכדת / את תשומת .לבם [של האנשים]" הוא אומר

אל תשאל את ד"ר לורנס בראון מדוע תשובתו היא "ככה ככה" / "פִּיפְּטִי פִּיפְּטִי" / "בסדר" "עד בינוני". אין לו מושג מדוע הוא אומר זאת. מדי פעם הוא משנה / מגוון / זאת ל"יכול להיות טוב יותר".

לבסוף, ישנה גב' דורותי לידס, שלעתים קרובות אינה עונה לשאלה בכלל. היא רק משיבה בשאלה משלה: "למה אתה שואל? אתה באמת רוצה לדעת?" ומה קורה אז? "יש אנשים / כאלה שמתעצבנים / שמתרגזים / שכועסים; אחרים אומרים, שהם רק עשו זאת מתוך נימוס" היא אומרת.

דגם מיומנויות התרגום, קיץ תשנ"ב

English: A Tolerant Language

(Adapted from an article by Yoram Bronowski in The Ha'aretz Newspaper)

A large convention / conference / for "the preservation and spread of the French language" took place / met / was held in Paris in mid / the middle of/ November. Unlike similar conventions / meetings / in the past an optimistic atmosphere reigned / prevailed / there reigned / prevailed / an optimistic atmosphere / at this conference / meeting /.

The very fact that 47 Francophone states / countries / participated / took part / The participation of 47 Francophone states / The very fact that it was attended

by 47 Francophone states / countries / was supposed to / indicate / testify to / the good condition of the French language, although one might wonder why / it might cause one to wonder why / countries / such as / like / Bulgaria or Rumania / Roumania, / whose populations / the populations of which / do not speak French, / are not speakers of French, / are not French speakers, / participated / took part / in the convention.

For some time, the French have anxiously / apprehensively / observed / watched / how their beautiful language is / has been losing its international importance. It seems that / Apparently, / it would not be an overstatement / exaggeration / to say / if one said / if we said / that this convention, like its predecessors, was aimed more against English as a language which is taking over the world, than it was pro-French / was aimed against English as a language which is taking over the world, even more than it was pro-French. / In view of the facts that show / indicate / how dominant the English language / showing / indicating / pointing to / the dominance of the English language / this optimistic tone / note / vein / seems like / appears as / a rather desperate attempt at self-encouragement.

A comparison between the number of publications in French (50 thousand a year) and the number of publications in English (150 thousand a year) indicates clearly / obviously / that French stands second / holds second place. It is difficult to consider French today / to speak today of French as / the language of diplomacy, let alone the language of international debate.

There is another aspect which is related to the struggle between the two languages, and which is intensifying / gaining momentum / as the date of the European union approaches: English is without any doubt / undoubtedly / the most likely candidate to be "The European Language". The paradox is that / We have here a paradox that / it is precisely the language of Britain, the state that is most hostile / averse / to the idea of the unification, and the state where the fight / struggle / between the opponents of unification, and those "afraid to miss the European train", has not yet been determined, which is due to become the main language of communication in Europe.

An additional / A further / paradox lies in the fact that it was not necessarily the direct influence of Britain which determined this linguistic dominance. English is taking over / gaining control of / Europe and the rest of the world thanks to the power of the U.S.A. The Americanization of the world in general, and Europe in particular, is obviously / first and foremost / expressed by means of / through / via / the conquest of English / the English language.

From Disneyland, located noear Paris, to Pushkin Square in Moscow / to Moscow

Pushkin Square, / where long lines / queues / are stretching out in front of McDonald's, we see this cultural conquest, which has been aptly called / named / the Imperialism of the Hamburger. / We see this cultural conquest, which has been aptly called / named / the Imperialism of the Hamburger, expressed / manifested / from Disneyland, located near Paris, to Pushkin Square in Moscow / to Moscow Pushkin Square, / where long lines / are stretching out in front of McDonald's.

Preservation and spread — two aims / goals / of the Francophone Congress — are by and large intrinsically contradictory concepts: spread will inevitably / inherently / lead to / cause / contain / distortion and deviance, whereas preservation calls for reduction and elitism. The French, who have never been willing to cope with this internal contradiction of their language policy, are now reaping the fruits of their linguistic blindness / inadequacy. / A language which seeks to become a world language has to accept / put up with / reconcile itself to / its inevitable distortions; linguistic purism is the enemy of linguistic spread. English is the most adaptable language in the world. In contrast, linguistic conservatism is well entrenched / well embedded / in French culture.

"IN THE BEGINNING": ENGLISH WORDS DERIVED FROM HEBREW

by *Lita Arkin*,
Yehuda Halevi School, Jerusalem

Every year Israel chooses a specific educational topic on which emphasis is to be placed throughout that year. Various topics in the past have included nature preservation, David Ben Gurion on the hundredth anniversary of his birth, and the elderly. The year before last, 5750 in the Jewish calendar, 1989/90 in the Gregorian calendar, was devoted to the Hebrew Language.

In the particular school where I work, each teacher was asked to connect his subject with the topic. The art teachers concentrated on the design of the Hebrew letter; the history teachers on the revival and development of the language, and so on. As an English teacher I was asked to locate words in Hebrew that come from English. Modern Hebrew has many obviously Hebraicized words, like *televizia, pidjama, stereo, autoboos, pizza*, and more. Not all of these words have come into Hebrew from English and anyway today many of them are international. Because such a list seemed obvious and endless, I chose to do the reverse: to show how many English words are derived etymologically from Hebrew.

I expected to find only about twenty or thirty words, including words used only within the religious context. I was wrong. There are many more. Ernest Klein, in his *Comprehensive Etymological Dictionary of the English Language*, lists over seven hundred and fifty words with a Semitic origin. But I only discovered that later.

The project, carried out with grades 7 and 8 in a religious Jerusalem primary school, was divided into four parts.

1. Words of definite Semitic origin, preferable Hebrew, verified by some reliable source, usually a dictionary or a linguistic scholar.

2. Words which sounded as if they might be of Semitic origin, but for which we could find no proof. These words too were discussed with linguistic scholars. The reactions we received were that they were interesting possibilities but impossible to prove.

3. Words in which we compared the English and the Hebrew, agreed that there was a similarity but the connection seemed too far fetched. Since they were interesting examples, however, we included them but called them "frivolities" or "flights of fancy".

4. In this part, we Hebraicized English words that were already part of the pupils' English vocabulary, and then used them in sentences.

The whole project turned out to be very exciting. Because I had not expected to discover too many examples, and under pressure to complete syllabus material before the entrance examinations for secondary school, I had not left enough time to cover the subject thoroughly and so this study was somewhat superficial, particularly with regard to part four, where we adapted English into Hebrew. Nonetheless, we came up with some very interesting facts and ideas.

The project began purely with respect to Hebrew and English, but one of the pupils got so caught up in the project that he found the equivalent for each Hebrew-English word in Aramaic, Greek, Ugaritic, Accadit, Literary Arabic and Spoken Arabic, where possible, as can be seen in the Appendix attached.

Before I present a list of these findings, it must be remembered that the study was done on an amateur level, with a group of 13-14 year-old native Israeli, Hebrew-speaking children. The object was to promote an idea and engender interest.

1. Words of definite Semitic origin

These are words that have been adapted into English from Hebrew or other Semitic languages, such as Aramaic or Arabic. We talked about, but did not include in the list, proper nouns such as *Adam*, which is related to the Hebrew word for "ground" or "earth" — *adama*, hence the name. "And God sent him forth from the Garden of Eden to till the ground from which he was taken" (Gen. 3:23). Nor did we include derivatives of proper nouns, such as "sodomite".

Some of the words, such as "alphabet", are usually assumed to have come from Greek. However, one author I consulted said that regarding some words of obscure origin, or even those referred usually to as Greek, the people were so close geographically and at one time politically, especially in the heyday of the Phoenician traders, that there is no more reason to assume that they originated from Greek than from Hebrew (Isaac Mozeson).

All the words appearing in this section were checked with at least three of the following authorities: *The Webster New World Dictionary of the American Language; The Collins English Dictionary*; Even Shoshan's *The New Hebrew Dictionary (Hebrew-Hebrew, with etymology and Biblical references)*; *The Word: the dictionary that reveals the Hebrew source of English*, by Isaac Mozeson; a professor of Hebrew, member of the Hebrew Academy; an English language professor at Bar-Ilan University in Israel; a doctor of linguistics at the Hebrew University of Jerusalem, and various educated amateurs.

> "Alphabet" *alefbet*; "amen" *amen*; "behemoth" *behema* is the singular form: *behemoth* is the plural: today it refers to cattle, but it is assumed to have

referred in Biblical times to a very large animal, possibly a hippopotamus; "camel" *gamal*; "jasmine" *yasmin*; "jasper" *yoshpe*; "jubilee" *yovel*; "cotton" *kootna*; "cherub" *kheroov*; "crimson" *kerem*, which means "vineyard"; "kosher" *kasher*; "magazine" *makhsan*, which holds bullets or goods, not, in Hebrew, the newspaper kind; "Messiah" *mashiakh*; "sugar" *sookar*; "sofa" *sapa*; "cipher" *sifra*; "scarlet" *sakar* to "paint red"; "massacre" *sakar*[1] to"paint red"; "macabre" *kever*, which means "burial place", or "tomb"; "cane" *kaneh*; "cannon" *kaneh*; "horn" *keren*; "Sabbath" *shabbat*; "shwa" *shva*; "shibboleth"*shibbolet*, an ear of corn", but also used in the Bible as a test word used to distinguished fleeing Ephraimites, who could not pronounce the sound *sh*, from the Gileadites (Judges, 12:4–6); "sack" *sak*.

2. Intelligent Guesses

The words appearing in this list we considered to be reasonable assumptions. We felt that we could find some connection between the two languages but all sources said 'possibly', none said 'definitely'.

"Earth" *eretz*; "dull" *dul* meaning "thin", "of little content"; "halo" *hila*; "iod-" *yod*; "wine" *yayin*[2]; "lad" *yeled*; "cell" *keleh* meaning "prison" or "prison cell"; "albino" *lavan* means "white"; "magic" *magi*; "maim" *moom* meaning "disability"; "poet" *pivut*; "fruit" *perot*; "pace" *psiyya*; "zither" *ziter*; "sun" *shanna* which means "year" suggesting the earth's yearly cycle around the sun; "theory" *Torah*.

The most intriguing of these examples is "theory". We connected it with the Hebrew word *Torah*, the Law given to Moses on Mount Sinai. According to the dictionaries, the English word "theory" comes from the Greek and I had been assured by every Hebrew scholar I consulted that the two words came from different roots. We nonetheless found the similarity and its inferences interesting.

1. "Scarlet" and "massacre" were an exception to the rule. Information on these two words came from a member of the Academy of the Hebrew Language, but I could find no confirmation from any other source. The Hebrew equivalents and sources as they appear in this list are as I found them at the time I was carrying out the study in school. I have since discovered possible further sources for some, e.g. "massacre", which has been linked to the Maccabbees, the Hasmoneans, who fought bloody battles in Judea against the Hellenists in the second century B.C.E.

2. The OED says that this word comes from the Hebrew, but other dictionaries do not confirm.

3. Frivolities: flights of fancy

These words were probably adapted into Hebrew from other languages but they have no audible foreign twang about them, as do words like *civilizatsia* "civilisation". As I checked the list later, I did in fact find that some of the words that appear may well

have derived from Hebrew. They remain in this list, however, because with the exception of one or two words, such as "cry" and "seven", no one I consulted could confirm a Hebrew origin. Some words, such as "kitten", are most definitely flights of fancy. Nonetheless, to have excluded them from the list would have changed the spirit of the project, which was in fact to link words which both sounded the same or similar in both languages and had similar meanings.

> "Air" *aveer*; "organise" *argenn*; "basis" or "base" *bassis*; "genius" *gaon*; "garden" *gina*; "idea" *deiya* which means "opinion"; "adore" *haderr*; "he" *hoo*; "she" *hee*; "hesitate" *hissess*; "here is" *hareh*; "that" *zot*; "this" *zeh*; "tower" *tirah*; "agony" *yagon*; "yell" or "wail" *yillel*; "map" *mappa*; "Mr" *mar*; "mirror" *mareh*; "fall" *nofel*; "suffix" *sofit* meaning "end"; "over" *everr*; "ogre" *Og*; "add" *odd* meaning "more"; "antique" *atik*; "pacify" *piyess*; "plough" *falakh*, meaning "peasant", one who works the land; "palace" *palatin*; "fur" *parva*; "side" *tsad*; "chuckle" *tskhok* which means "laugh"; "sparrow" *tsipor* which means "bird"; "viper" *tsefah*; "sorry" *tsar*; "kitten" *katan* which means "small"; "cry" *kara*; "rifle" *roveh*; "roof" *ra'af* which means roof tile; "seven" *sheva*; "twin" *te'om*; "turn" or "tour" *tor*.

4. Hebraicizing English

The fourth part of the project was the really creative part. What was important here was to see how the pupils manipulated the English to conform with the Hebrew rules of grammar, making the appropriate changes by deciding if the word was to be masculine or feminine, to which verb group a word might belong, how to change verbs into nouns and vice versa. If one group of pupils decided something that seemed to be illogical to another group, it was discussed and adjusted if necessary.

An interesting point emerged here when we transposed the noun "run" into Hebrew and produced *rina*. The word *rina*, "joy", already exists in Hebrew. Assuming that our creation, *rina*, were to become part of the Hebrew language, we had produced an example of how two words which are similar in both sound and orthography can exist side by side in a language yet have different meanings. This is a question that constantly arises with regard to foreign language teaching. However, when it is pointed out to the student that the same thing happens in his native language when two words are derived from different roots it becomes more acceptable and less confusing.

In later research at Kent State University in Ohio, USA, I discovered that in the opinion of some highly respected philologists there are in fact many hundreds of words used in English that have a Semitic origin, although not all scholars are of the same opinion.

> Attempts [have been] made by students of language to discern relationships

> between the Indo-European [to which English belongs] and the Semitic [to which Hebrew, Aramaic and Arabic belong] languages. These attempts stem from the assumption that both these language families evolved from the same parental stock. In the proof of this assumption scholars adduce the examples of the Hebrew *banah* (built) and the Latin *pono* (compare English "exponent", "expound"); also *ba'ar* and Greek *pyr* from which originate the English 'pyre", "pyro-", and "fire"; Hebrew *yayin*, Green *oinos*, Latin *vinum*, Arabic *waynun*; Hebrew *sheba*, Sanskrit *saptan*, Latin *septem*, English "seven". ... If there is a relationship between the two language families, and there may be, the available evidence is inadequate and inclusive. Mutual borrowing and mere accident may account for these relationships. (Chomsky, pp. 27–28).

Yet according to Ernest Klein, author of *The Comprehensive Etymological Dictionary of the English Language*, there are in fact over seven hundred and fifty words used in English that are of Semitic origin. They are not listed in most dictionaries because:

> their authors are not familiar with the structure of the Semitic languages, a fact thrown into relief by the inconsistencies of the transliteration of Hebrew, Aramaic and Arabic words, on the one hand, and by the lack of any etymological analysis of these words, on the other ... In all etymological dictionaries we frequently come across such words as far declared to be 'of unknown origin', even in cases when the etymology of such words can be established beyond any doubt. In many other cases the etymology is not given either, but the origin of the respective word is referred to by such vague terms as 'of uncertain etymology', or 'probably of oriental origin', etc., whereas their provenance is very well known. (Klein, pp. ix–x).

Many of the words that Klein cites are used only as proper nouns in English, such as "Ethan" which in Hebrew is also used as an adjective meaning "strong", continuous, ever flowing" [of a river]. Some are also specifically Jewish-orientated, i.e. used mainly within or referring to the Jewish community or customs and traditions, such as *barmitzvah*. But many are not, such as "alcohol", "arsenic", "ebony", "emery", "date", and "crumpet".

The Oxford English Dictionary lists 293 words of Hebrew origin, including a number not on my original project list, such as "sesame", "manna", "saffron", "cinnamon", "babel", "crocus", "civet" and "chess". The *OED* also provides 604 entries from Arabic. Some words, such as "camel" and "sack" appear in both lists.

In fact, there are many additional words that have come into the English language from Hebrew via Yiddish. In his book *Yiddish and English*, written in 1986 to mark the "hundredth anniversary of contact between Yiddish and English on American soil", Sol Steinmetz, managing editor of the *Barnhart Etymological Dictionary of English*, says:

As a result of the post-Napoleonic revolutionary ferment in Europe, especially Germany, emigration to the United States increased its Jewish population between 1850 and 1879 from 50,000 to 250,000. In the same period, the Jewish population of Great Britain rose from 35,000 to about 50,000.

In this period Yiddish words began to trickle into English on both sides of the Atlantic. Some of the best known Yiddish-origin words first recorded in English at this time are *kosher* "ritually fit", its antonym *treyf* (both first recorded in 1851) and *bar mitsve* "boy of thirteen who attains his religious majority" (1861) (Steinmetz, p. 42). All of the words Steinmetz refers to are common Hebrew words differing only slightly in their pronunciation from the Yiddish.

Steinmetz also quotes many respected linguists on the American scene, not necessarily of Jewish origin, who themselves comment on or use Yiddish terms which have become part of American English. I am considering here only the words which have come into Yiddish from Hebrew, although with the wanderings of the Jews throughout Europe many other words have come into English from other languages, such as Russian, Polish, Hungarian and German, through Yiddish, for example "schlepp", "shtick", "spiel" and "nosh".

> In New York City, the high density of Eastern Jews in the population has made almost every New Yorker familiar with a long list of Yiddish words, e.g. *kosher, shadchan, matzoth, mazuma, meshuggah*... (H.L. Mencken, quoted in Steinmetz, p. 4)

And further,

> According to Mencken, a number of Yiddish terms were brought into this country by German (presumably Gentile) speakers even before Yiddish became one of the principal languages of New York, and he cites as examples *ganef, kosher, meshuge* 'crazy', *mazuma* 'money', 'cash', *shekels* 'money' *tokhes* 'backside'. Mencken states that all of these words were used by German schoolmasters in Baltimore in the 1880s. (Steinmetz, p. 43).

These words too, with slight variations of pronunciation, are Hebrew. *Ganef*, 'thief' (*ganav* in Hebrew) is recorded in the *OED* from 1852 as used by Charles Dickens in *Bleak House*. Eric Partridge, in *A Dictionary of the Underworld*, quotes the use of *gonnof*, a slightly different pronunciation of *ganef* but with the same meaning of "thief" by H. Brandon in *Poverty, Mendacity and Crime* in 1839 (Steinmetz, p. 43).

Further recorded Hebrew-Yiddish-English expressions are *maven* "expert, connoisseur" (1965); *khazeray* "filth, trashy food" (1969) from the Hebrw *khazir*, which means pig; *nakhes* "pride and joy" from the Hebrew *nakhat*; *tsores* "trouble" from the Hebrew *tsarot*; *mamzer* means "bastard", with connotations of illegitimacy, but it also means "rascal" and is used sometimes for a quick-witted or mischievous child or adult.

And finally, here are a few more contemporary uses of Hebrew-via-Yiddish words that seem to have become part of American English. All the examples given below are taken from *Yiddish and English* by Steinmetz.

> Now, the fateful question of whether baseball's contracts and agreements are kosher is back before the top court (*Newsweek*, October 26, 1953, p. 98).
>
> Theatrical chutzpa of a more shameless kind is displayed by Sig Arno (Kenneth Tynan, *New Yorker*, December 29, 1958, p. 65).
>
> He [Hugh Hefner] sits around the meshuganah mansion all day writing about the sex life of a guppy" (Don Rickles, *Time*, October 18, 1968, p. 42).
>
> Strictly between ourselves, this George Chuvalo is a punk hasbeen Mister Nowhere, and I talked the whole megillah over with Cassius and he reckons you'd be a better draw (Angelo Dundee, *Punch*, March 23, 1966, p. 416).

Megilla means "scroll" and refers to the Scroll of Esther which is inscribed on and read from a long piece of parchment on the Jewish festival of *Purim*.

There are also some Hebrew-Yiddish expressions that have been translated into English. Since translation is outside the scope of this paper, I will give just one example. The contemporary relevance is incidental.

> Every Monday and Thursday the Arabs raise the price of oil, and each time they do we have to run a little faster to remain in the same place (*New York Times*, March 22, 1979, p. A22).

"Every Monday and Thursday" is a translation of the Yiddish idiom which means "regularly, constantly" with a possible connotation of "too often" (Steinmetz, p. 73). It probably alludes to the fact that a portion of the Torah is read and extra prayers are recited in the synagogue every Monday and Thursday.

The topic is inexhaustible. Each time I think I have reached the end, I find another interesting item, "shamus", for example. Its meanings today are purely American, "a policeman, detective or guard" but according to Steinmetz it is traced back to Yiddish *shamess* and to Hebrew *shamash*, "a synagogue caretaker or watchman". The serving candle of the Hanukka menorah with which the other candles are lit is also called a *shamash*.

The bottom line, also a Yiddish expression borrowed this time from Yiddish into both Hebrew and English, as in:

> And the bottom line of the lesson is simple: Throw away your analysts, your figures, and your chart board (Cleveland Amory, *Saturday Review*, December 18, 1973, p. 13).

is that there is no bottom line. I have discovered many more examples since I originally started on this project with a group of seventh and eighth grade students in a Jerusalem

primary school. We carried out our study on one leg — a reference to the Talmudic story in which a man comes to the scholar Hillel and asks him to teach him the entire Torah while standing on one foot. Hillel's reply was, "Do not do to others what is hateful to you, that is the whole Torah. All the rest is commentary. Go and learn." (*The Talmud*, Shabbat : 13). I have expanded the study here but by no means exhausted it.

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טבלה I

מלים שמקורן עברית (או עם שפה שמית אחרת — בד"כ ערבית)

Words adapted from Hebrew (or another Semitic language — Arabic generally)

			השואת שפות				
אנגלית	ערבית מדוברת	ערבית ספרותית	אכדית	אוגאריתית	יוונית	ארמית	המילה בעברית
alphabet	אלף־בא	אלף בא	—	—	אלפאביתא	—	אלפבית
Amen	אמין	אמין	?	?	—	אמן	אמן
behemoth	בהאם	בהאם	—	—	—	בהמתא	בהמות*
camel	ג'מל	ג'מל	גאמלו	—	—	גמלא	גמל
Haleluya	הללויא	הללויא	—	—	—	הללויה	הללויה
assassin	חשישין	חשישין	—	—	—	—	חששין
tobacco	טבאק	טבאק	—	—	—	—	טבק
jubilee	יוביל	יוביל	—	—	—	יובלא	יובל
jasmine	—	—	—	—	—	יסמין	יסמין
jasper	יאשב	יאשב	ג'ספו	—	ג'ספיס	—	ישפה
cotton	קוטון	קטן	—	—	—	כתן	כותנה
cherub	—	—	קרבו*	—	—	כרובא	כרוב
crimson	כרם	כרם	כארמו	כרם	—	כרם	כרם
kosher	—	—	קסרו*	—	—	כשר	כשר
magazine	מחזאן	מחזן	—	—	—	—	מחסן
Messiah	מסיח	מסיח	מסו	משח	—	משיחא	משיחַ
sugar	סוכר	סכר	—	—	סכר	סוכרא	סוכר

sofa	—	—	—	—	—	—	ספה
cipher	צפר*	צפר	—	—	—	—	ספרה
scarlet	—	—	—	—	—	—	סקר*
mascara							
massacre							
macabre	קאבר	קבר	קיברא	—	—	קיברא	סקר
cane	קנא	קנא	קנו	קאן	—	קנ'א	קבר
cannon							קנה
horn	קרנ*	—	קארנו	קרן	קראס	קרנא	קרן
Sabbath	סאבת	סבת	סאבאת'*	—	—	שבתא	שבת
shwa	שוא*	שוא	—	—	—	—	שוא
shibboleth	-	—	—	—	—	—	שיבולת*
sack	-	—	סקו	—	סקוס	סק/סקא*	שק

ליטה ארקין ואיתמר יובל

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טבלה II

ניחושים נבונים
Intelligent Guesses

	השוואת שפות						
המילה בעברית	ארמית	יוונית	אונאריתית	אכדית	ערבית ספרותית	ערבית מדוברת	אנגלית
ארץ	ארעא	—	ארץ	ארסטו	ארצ'	ארצ'	earth
דל	דלא	—	—	—	קליל	קליל	dull
הילה	—	—	—	אילו*	הלה	הלה*	halo
יוד	—	יואידס	—	—	—	—	iod-
יין	—	ואינוס	יאן	אינא	—	—	wine
ילד	ילד	—	ילד	ואדלו	ולד	ואלד	lad child
כלוא	כלא	—	—	כלו	מכלוא	מכלוא	cell
לבן	—	לאוקאין	—	—	לבן	לבן*	albino
מגי	—	מגוס	—	—	—	—	magic
מום	—	—	—	—	—	—	maim
מיוט	—	פיוטים	—	—	—	—	poet
פירות	פירא	—	פר	—	—	—	fruit
פסיעה	פסע	—	—	—	—	—	pace
ציתר	—	—	—	—	—	—	zither
שנה	שנה/שתא	—	שנת	סטו	סנה	סאנה	sun
תורה	אוראיתא	—	—	מרן	ראור/ואר	רד/ואר	theory
חלאה	לאי	—	—	לאו	ליה	ליה*	toil

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טבלה III

חידושים והמצאות
Frivolities

המילה בעברית	ארמית	יוונית	אוגאריתית	אכדית	ערבית ספרותית	ערבית מדוברת	אנגלית
			השואת שפות				
אויר	אוירא	איר	—	—	הואא	הואא	air
ארגן	—	אורגאנון	—	—	—	—	organize
בסיס		בסיס	—		—	—	basis
							base
גאון		—	—	—	—	—	genius
גן	גינא	—	גאן	גנא	ג'ינה	ג'ינה	garden
דעה	דעתא	—	ידע	אידו	—	—	idea
הדר	הדר	—	—	—	—	—	adore
הוא	הוא	—	הו	—	הו	הו	he
היא	היא	—	—	—	הי	הי	she
היסס	—	—	—	—	—	—	hesitate
הרי	ארי	—	—	—	הא	הא	here is
זאת	דין	—	—	—	ד'לכ	—	that
זה	דנה	—	דא	—	הד'א	האדא	this
		—	—		—	—	
טירה	—	—	—	—	—	—	tower
יגון	יגונא	—	—	—	וג'ע	וג'ע	agony
יחסה	—	—	—	—	—	—	case

טבלה III

השוואת שפות

המילה בערבית	ארמית	יוונית	אוגאריתית	אכדית	ערבית ספרותית	ערבית מדוברת	אנגלית
ילל	ילל/יללא	—	—		ולול	ולול	yell wail
מפה	—	—	—	—	—	מנשאפה	map
מר	מרא	—	—	—	—	מרו	Mr.
מראה	—	—	—	—	מראה	מראה	mirror
נפל	—	—	—	—	—	—	fall
סופיות	סיפא	—	—	—	—	—	suffix
עבר*	עבר	—	—	אברו	עבר	עבר	over
עוג*	—	—	—	—	—	—	ogre
עוד	—	—	—	—	עאד	עאד*	add
עתיק	עתיקא	—	אעתק	אתקא*	עתיק	עתיק	antique
פיס	—	פיאסמה	—	—		—	pacify
פלח/איכר	פלאחא*	—	—	—	פלאח	פלאח	plough
פלטין	פלטין	פלטיון	—	—	בלאט	בלאט	palace
פרוה	—	—	—	—	פרוה	פרוה	fur
צד	צידא	—	—	—	צ׳ד	צ׳ד*	side
צחוק	גחך/דחך	—	צאחקא	סאהאו	צ׳חכ	צ׳חק	chuckle
ציפור	ציפרא	—	עצר	איסרו	עצפור	עוצפור	sparrow
צפע	—	—	—	—			viper
צער	צערא	—	—	—	—	—	sorry
קטן	קטן	—	—	קטאנו	קטן	קטן	kitten
קרא	קרא	—	קרא	—	קרא	קארא	cry

השואת שפות

המילה בעברית	ארמית	יוונית	אוגאריתית	אכדית	ערבית ספרותית	ערבית מדוברת	אנגלית
רובה	רביא	—	—	—	בארודה	בארודה	rifle
רעף	רעפא	—	—	—	—	—	roof
שבע	שבע	—	שבע	*סיבי	סבע	סאבע	seven
תאום	תיומא	—	—	תואמו	תואם	תואם	twin
תור	—	—	—	—	תארה	תארה	turn
	—	—	—	תארו*	תאאר	תאאר	tour

טויל ( ) — tall.
סה"כ מלים (כולל טויל — tall): 98

הערה: 1. כל המלים בטבלאות II ו־III הינם בגדר ניחושים כלבד והם חסרי־הוכחה מבחינה מדעית ולא נבדקו אם קיים ביניהם קשר. כל ההבדל ביניהן (בין טבלא II ל־III) הוא רמת הניחוש ועד כמה הוא ניחוש מוצלח.

ליטה ארקין ואיתמר יובל.

LETTERS TO THE EDITOR

A TRIBUTE TO PINCHAS BECHLER

Sir,

As one of the English teachers who participated in last year's course for English Department Chairmen at the Open University, I am certain that I speak for the entire group in expressing out sincere sadness on the loss of such a kind and gentle man. Pinchas Bechler was a pioneer in the field of English teaching in Israel, a man of great vision who helped the profession reach the high level it has attained. He unselfishlessly shared his work and himself with us and we have all benefited from his guidance.

From the first session of the course it was apparent that Pinchas was a deeply-caring man who treated us with respect and kindness. He was concerned that the year would be a rewarding one and that any knowledge we reaped would be passed on to our colleagues and students. His modesty and sincerity, his friendliness and attention to our needs was always apparent. We regret that his illness prevented him from being with us for the full year's course and we were truly touched by his continued concern for us even after he became very ill and confined to bed. He kept in constant touch with a representative of the group, guiding the last semester as best as he could, always anxious that the program he had so carefully planned was continuing to function in his absence.

Our last contact with Pinchas was a moving letter that he sent to all of us near the end of the year, expressing his hope that we were continuing to learn things that would benefit us. He expressed his best wishes for us in the future and his own hope that we would all meet again sometime.

It was with great sadness that we read about his death. Having known Pinchas, even for so short a time, has enriched our lives, both professionally and personally. Pinchas Bechler will be truly missed; yet we are confident that our colleagues and students and the English teaching profession in general will continue to be the beneficiaries of all that we have gained from him.

Lois Grabin, Efrat

שלום רב,

קראתי את העלון מס' 44 של מורי האנגלית.

מצאתי עניין רב בסדנה שנערכה בבי"ס לעובדי הוראה בכירים בנושא הכיתה ההטרוגנית — אני חושב שזו פריצת דרך חשובה בכיוון קשה אך נכון.

למדתי גם על תכניות אחרות (קנדי, פוקוס) הקיימות במערכת ועוררו את סקרנותי.

אהבתי את ההצעות היצירתיות של אלן גורדון, כי אני מאמין בדרך עבודה זו. שמעתי גם על ממצאי מחקרו של מיכאל טובן בנושא בדיקת הערכים בספרי הלימוד באנגלית.

ד"ר אליעזר מרכוס, יו"ר המזכירות הפדגוגית

READING BETWEEN THE LINES — Bagrut Examination 1992 — 4 and 5 Points

Sir,

This was the first year we used the מסופון (portable terminal). The experience was quite traumatic for some (or many) of us examiners. The initial introduction session in the spring didn't alleviate my anxieties; perhaps even the opposite was true. The instruction booklet we received made matters worse as it proved maningless without the actual practice. When I finally got my bundles the friendly and effective help of the senior examiners made the little monster more and more user-friendly. Though I was still a bit scared when the thing talked back to me "אסור" ("bad command") or behaved contrary to expectations. In the end I became quite attached to it.

Not only the pupils but we teachers too look forward, with a certain measure of excitement and anxiety, to the choice of the reading comprehension passage. This year I was quite disappointed with the subject "Communicating with the Old through Film" (4 Points). While teaching English is also a vehicle towards widening cultural horizons, "old age" is not one of the subjects youngsters can easily relate to.

In the following 18 points some recurring problems, observations and mistakes are mentioned.

1. Five Points. The problem of weak, even very weak pupils doing the 5-point Bagrut Exam repeats itself every year. This year there were whole bundles of test papers with failing marks. WHY DON'T THEY DO THE FOUR OR EVEN THREE POINT EXAM?

2. Pupils do not check spelling in the dictionary. Here are a few examples of spelling mistakes which could have been avoided had they checked in the dictionary: aloud (allowed); hair-hire (higher); through (throw); centure (center); walefair (welfare); allsow (also); aloan (alone); vekaishen (vacation); filling (feeling).

BEST COPY AVAILABLE

3. Copying (or cheating) was quite noticeable in both 4 and 5 points. Words are put in the wrong place in the Cloze. Someone must have given them answers but they didn't know where to put them.

4. It should be pointed out to pupils NOT to begin an answer with "It refers to..." because anyway most write "it refer to" or "they refers to...". They should answer directly and not chew the cud.

5. Many forgot to write the number of the composition they chose to write about. As a result it was difficult to make sense of it, especially when the content lacked relevance and was full of spelling mistakes.

6. Handwriting was often illegible, letters too small, words crossed out and rewritten on top in a messy way, poor Hebrew spelling and language (4 Points).

7. General weakness in phrasal verbs (see cloze: give up — get on — look forward).

8. In the Reading Comprehension both four and five points failed to realize that the word "denied" ("Bernard Baruch denied that he would (l...ever) be old..." negated the fact that he would "ever" be old. Most wrote "never". They also failed to see the comparative marker "than" ("...because he was always fifteen years younger than" (3...old people). The comparison is between Bernard Baruch and "old people" and not "old age" which most of them wrote. Also most wrote "young" instead of "younger".

9. Reading Comprehension — Four Points. (13 b Version B) "A large number behave as if they were mentally (1...sick/infirm/etc.) and (2...physically) weak..." Pupils wrote "as if they were mentally (1...crazy)." This mistake occurred in both 4 and 5 points. Can someone be physically crazy too?

10. Four Points Hebrew answers Reading Comprehension. "On what condition did the elderly cardplayers (paragraph IV) agree to take part?" Quite a few wrote: "שיחלקו להם נייר טואלט". My heart went out to these pensioners whose old age pension wasn't enough for toilet paper.

11. To the science-minded pupils "a frank approach" (disregarding the small letter 'f') meant something like The Doppler Effect, Peter's Principle or Mrs. Parkinson's Law. Frank, whoever he was, was the inventor of the Frank Approach to the elderly.

12. The Cloze. Both four and five points had many mistakes on the cloze. "The most interesting aspect, in (4 fact), is what most people are not...". Most pupils wrote "The most interesting aspect, in (4..aging)...". They simply ignored punctuation, i.e. the two commas. Ignoring punctuation is a common pitfall.

13. The expression "as long as" (כל עוד) caused a lot of trouble to both four and five

points. Most wrote (No. 20 on the 4-point version B) "for (20...so) long as...". The red herring is probably the word "long".

14. "Way of life" is often "way of living". Most mistakes in the Cloze occurred in the first 4 lines.

15. The Dialog. Four Points. (a) (Version A) The majority wrote "who's" instead of "whose". Perhaps they were misled by the phonetics or lack of practice in distinguishing between them. (b) "whould" instead of "would", probably confusing it with a question. (c) (Version B) For question No. 5 very few wrote "How long will it take you?" ("Answer: Oh, it will take me an hour.") The question words HOW LONG — HOW SOON — HOW FAR etc. are very problematic. (d) Pupils are careless when writing the letter "o" or "a". For example: Question: "Why did you come to work?" often looked like "why did you came to work?" Is it ignorance or carelessness?

16. Reading Comprehension — Hebrew Answers — (4 points Version B).
(a) "What do the discussion leaders do?" The majority wrote מתריצים for "stimulate" which we were told not to accept. A poll I conducted among educated Hebrew-English speakers resulted in the same translation, i.e. מתריצים.
(b) (Version B) Question: "What are the subjects viewed...?" There were no clear instructions in the test paper as to how many subjects should be mentioned, therefore even very good pupils didn't mention all six. This resulted in the loss of a point.
(c) (Version B) When they were asked to explain the words in Hebrew the difference between singular and plural is mostly ignored. Examples:
the processes of aging — תהליך הזדקנות (תהליכי)
the subjects viewed — הנושא שנצפה (הנושאים שנצפו / הנסיינים)

17. Listening Comprehension. (12 b) Quite a few of both four and five points ignored the two parts of the question and answered only one. The Hebrew instructions "כתב תשובתך בספרות ולא במלים" were also ignored. Sadly enough the name Leonard Bernstein, West Side Story or The Kaddish Symphony didn't mean a thing to many. This gave rise to answers like (12 h) "The Kaddish Symphony is mentioned because it was: The music played when the Berlin Wall fell." Leonard Bernstein would have turned over in his grave had he read this answer.

18. The Composition. Spelling, handwriting and putting in the correct number of the chosen subject is vital. The majority wrote about "How to be a good babysitter to a five-year old". This choice proves that pupils will write and identify with subjects they can relate to. Being a mother myself, I would never leave my child with many of them judging from their suggestions how to treat and occupy the child under their care. One suggested shouting and beating it, another giving it Vodka to make it sleep.

On the whole I sympathise with our pupils who have a rough time writing all these tests, which made one pupil write that his idea of "zest for life" meant "to sleep when you are tired."

Amalie Etkin, "Amit" Lod-Ramle

ENGLISH BAGRUT 1992

Sir,

This is supposed to be my last year as a marker, for various bureaucratic reasons, and this year coincidentally marks the retirement of the Chief English Inspector after a long and successful reign. When we asked him why the entire exam revolved around retirement and its problems he assured us that the choice had been entirely circumstantial and coincidental.

This year also marked the start of a new era — now even the lowly markers have become computerised. Old fogeys like yours truly did not take kindly to the new mini-machine which obviates any necessity of using a pen or pencil. The trouble begins when the little red light passes over the "barcode" representing the candidate's I.D. number, and the mini-screen flashes the message "WRONG I.D. NUMBER!!!". Which button is one supposed to press then?

That's not the half of it. I am the first to admit that marking goes very much faster when you're pressing buttons, but it's also very much easier to make mistakes by pressing the wrong button when you're working at speed, and the human eye doesn't always catch the merest flicker of the electronic number flashing; consequently many of us expect huge discrepancies between the totals of the two markers for the 5 point exam (I do only 5 points). And what about the 4, 3 and 2 point papers marked by only ONE solitary marker?

To get down to brass tacks: the unseen comprehension was very short and quite easy. It was the questions which were outrageously difficult. We understand that one of the 30 points is always allocated to a general knowledge question, or something to be gleaned from reading between the lines, but this time no fewer than 5 marks depended on more than understanding the contents of the passage, a feature we all found grossly unfair. In addition, many of the questions were tricky, and required very subjective answers.

I have nothing against a question relating to the premise that a retired person remains young at heart as long as he has a "zest for life": the question required giving an example (not given or mentioned at all) of this "zest for life"; after all, this is a fair question involving a little imagination and a little language not in the text. Not one of the students from religious schools answered the favourite of the secular males: sex. Unfortunately, some of the answers went beyond that, with quite graphic descriptions. I personally did

not come across the four-letter word, but word-of-mouth instructions circulated as to how to handle it — accept it, but pull off half for "language".

Some teenagers regard "zest for life" as "having a good sleep" and "enjoying food", but a few morbid ones thought that "waiting for death" was more appropriate. Not a few thought of "marrying and starting a family", but my personal favourite was "getting up in the morning with a new song in your heart."

But I oblect to a question which begins "The passage can be regarded as a message of hope because" and a definite very narrow answer is expected.

To compensate for this stinker of an unseen, the "Rewrites" were very easy, but in two cases we had ample evidence of Israeli ingenuity.

"You must have a sincere talk with him" (use the word "heart"). Some gems:

—"You mustn't heart him when you talk to him."
—"You must have heart when you talk to him."
—"You must have a change of heart when you talk to him."
—"You must talk to him from the bottom of your heart."
—"You must talk with your heart."

Similarly, "eye" was specified in "My brother & I always agree with each other."

—"My brother & I always eye each other."
—"We see things with the same eye"
—"...talk with our eyes."
—"...look with one eye"
—"...agree from the bottom of our eyes."

Ingenuity? Try this: "My brother and eye...".

The essay topics were nice and easy. Most popular was the choice between building a sports centre and an old-age home. Only one tried an Eshkolian compromise ("build both — a small centre and a small home"), but generally "the advantages and the disadvantages" of each were covered fairly well. But again, alas, the direct translations (marked here °) brought many to grief: °"Each possibility has its profits". °"People who stand after the sports centre" want to "incerage healty activity for your mouseles" which will °"donate to the healt of everyone". In addition everyone knows that these days the devil finds work for idle hands and "the kids become boards" easily, so the centre will mean that "the level of crime will fall down." Sport could be taught there °"as a carrier like any other carrier" and someone might even make "a carrier" out of it, especially if "Judo or Giogits" is taught.

And here comes the contrast between °"the youngs" and °"the olds": "I don't say it's not important, in a contrary, the youngs need it," but most put their money on the home for the aged: °"Old people need medical watch and joined help": living on their own they're liable to get "stolen or rubbed", so a home is needed °"to answer their needs" — i.e., "an old house for old people, a place for the olds to leave."

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It would be "a grate place to keep them warm and happy". "They are human beens and in future we will be them". "Old people shouldn't feel more less than youngs", and an authoritative quote is always in place: "Like the encient who said, don't live me in my old egg."

Next in popularity was the speech to a group of Anglo-Saxons about absorption in general, or the tale of an immigrant family in particular. The immigrants "from Atupia and Rassa" are subject to the same "returning mistakes" that Israel always makes in dishing out "bed treatment", despite "the good meanings" of the people involved in "observation". All the "immigrates / ingrates / emigrates / immigraters / migraters suffer from the difference between the Rushin and Israelien way of life" and this "in edition other promplems" like "languish" and "backdrop". "They left the past behind and are walking towards a new tomorrow"; "The land waited for their sons to come" but "the vision is bigger from us" and "we stood in front of the problem without the qualification to absorb it" ("them"?). We must "develop pogroms" so that they can "work in the same works as in their born country" and find "departments for them to live in" or "leave in". At present many of them have to take jobs like "swiping the sidewalk".

But the Russians have it easy compared to the others because they speak English, "one of the most speakable languages in the world" (I personally think otherwise). Take for example, the case of "Sasha from Rasha" who said his experience here was "offal" until he found a job "where they gave him to wash dishes".

Not every Israeli is happy with the help given to immigrants: what about "the released soldiers" who "don't have a ministry to observe them?" What about the development towns where the people "don't have no jobs either neither they have life there"? "The position must to light us a red light" especially "because that the piece is important" (what that has to do with it is anyone's guess, but without politics somewhere along the line it just wouldn't be Israel).

Next came the letter to the Ministry of Welfare about a family sitting and begging in your street. "Dear hearings", began one, who addressed himself to "the stuff of the Ministry". "I'm writing for you" (the difference between "to" and "for" is unknown in Hebrew) about children "sending their hands to people passing". The family needs "furnitures like a bad baby" (baby-bed), "the mother is thick and needs a doctor", "the children are too smell to work", "they have no shoes to their feat/fit/fits/feets." "Fix me if I'm wrong" but there's something rotten if "they sits and begs for money not in our country" (commas are at a premium).

And then there's Mrs. Malaprop (maybe someone who hears English at home) with the declaration that "the family is in need of consistence and the few cohens that are thrown to them are not efficient to contain a descent standard of existention". Another leaned towards "people who don't recognize the family" helping them rather than neighbours. Another sounds a warning: "We are now in selection time" (this was 2

weeks before the Elections) and the people "may not choose for you" if you don't help.

The ending of a letter is always problematic. "I look forward to your apply" sounds good, but "I expect to your repentance" sounds more dignified. "Yours hopely" or "with great honor" sounds respectful, but any hope of amelioration is sure to be dashed by "with hope to that you obey to the pain that cannot be bared".

The "HOW TO..." choice is quite popular, but preparing a healthy and well-balanced meal was not a priority. One candidate wrote nothing about preparing a meal but a great deal about proteins, carbo-hydrates (whew!) and other biological and chemical terms. Another summed it up by advising us to "keep food in its natural position" (leave it in the ground?). A third thought a hamburger simple and nutritious: his particular model "has a role, meet, a lattice and a tomatoe" (yes, he too can get to be vice-president), and "this will make you surly full". And a fourth talked about "leen meat" with butter, but thoughtfully added the proviso "If you religion, use margarein".

"How to prepare for an English test" became, of course, the English matric. "Learn the rolls of grammer". "Go to your friends house that knows English" or "speak with people who control English."

"How to buy a wedding present for a distant relative" presents a familiar problem. "If they are wealthy, you have to buy an expansive present" such as an "electric employance" easily available at "shopping moles" (one added that "if you don't have a shoping moll in your town you have a problem"). Or it can be "something nice which don't costalot"but you must "put with it a ticket" after you have made certain that "the gift is well and truely beautifully raped", the writer of which must have been, subconsciously, on the same wavelength as the joker who said "you can always give them the Karma Sutra."

But experience is the best teacher, so how to be a babysitter for a 5 year old boy was the favourite of the girls. Yes, in most cases the job became that of a "baby sister", but most are serious and conscientious. "Be sure to be on time to show you are an accurate person." "Turn around the house to see there are no dangers." "Do it on the best side" by making sure you know the phone numbers "of the police, the hospital and the fireplace." "Say to him you don't like bed boys". You can amuse him by "opening the TV"; you can also "invite movies for kids" and he'll be happy if you give him "fruits and sweats. Kids like sweat."

One contribution, as always, was a perfect gem. There were 3 spelling mistakes, but I ignored them and gave her full marks (another marker agreed with me). Here is the beginning:

— So you want to babysit a 5 year old boy? You need only one thing — patience.
— Patience is playing the same game again and again.

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Patience is telling his favourite story every half an hour on the dot without changing one word.

Patience is asking him what he wants to eat and after preparing it being told that he wants something else.

Patience is being a horse / elephant / or anything else for as long as he wants you to be.

Patience is being a Ninja turtle (all of them at the same time) and Big Bird as well.

Patience is...

Raphy Abt, Jerusalem

COURSE FOR NEW IMMIGRANT TEACHERS

Sir,

I would like to thank everyone involved in the English Department for the excellent program you provide for the retraining of new immigrant teachers. I had the privilege of attending this program under the unique guidance of Mrs. Tzivia Ariel. The quality of her teaching, not to mention her devotion to the new immigrant teachers, was something I will never forget.

Each and every one of us felt that she cared about us on both a professional as well as a personal level. The extra hours she must have put in to achieve this can never be repaid. Therefore I feel compelled to write this letter of thanks and admiration to your department for providing such a wonderful course to newcomers who might otherwise be lost in the shuffle of bureaucracy.

Maggie Goodman, Jerusalem

A RUSSIAN IMMIGRANT TEACHER

Sir,

If anyone had told me that one day I would hear a Grade 6 class in Hazor HaGlilit reciting Robbie Burns "My Heart is in the Highlands" I would have laughed.

That is, however, exactly what I did hear a few days ago, and I nearly cried!

"So what?" I can hear you asking. "Sounds very old-fashioned, they were probably just mouthing the words... I bet they had just learnt it parrot fashion... no language learning involved...".

You would be wrong! The pupils could find not only Scotland on the map (no mean feat nowadays for pupils who know very little geography) but they knew exactly where the Highlands were too. They knew who Robert Burns was, where he lived, why he wrote the poem and they compared his hills with theirs of Upper Galilee. All this they

discussed in fluent English. They also recited the poem with correct stress, rhythm and intonation, as well as feeling.

The "unusual" choice of a lesson topic was the outcome of the unit in "Here We Are" about different countries. The teacher was, of course, a Russian immigrant. She went on after this "warm-up" to teach about Shakespeare, her aim being to arouse cultural awareness through English (refer to Syllabus page 6). Through the use of visual aids, classical music(!), pair work, a game and a reading text, she taught new vocabulary, new knowledge, revised the past simple and kept the pupils' attention for 45 minutes, only ONCE verifying a word in Hebrew.

Again, maybe you are saying "how will this help the pupils communicate?" Well, this was an enrichment lesson and the teacher has made a conscious decision to include "Culture" in her teaching as she feels this is lacking in the general education of her pupils. She is still communicating with the pupils, and they speak English with her in and out of the lesson. Remember this is Hazor where the results of the achievement tests were the lowest in the country, and a school that has had no achievement in English for years.

The pupils of Hazor are enjoying English!

Janet Ohana, Ohalo College

NEVER-SAY-NEVERISMS

Sir,

1. Avoid run-on sentences they are hard to read.
2. Don't use no double negatives.
3. Use the semicolon properly, always use it where it is appropriate; and never where it isn't.
4. Reserve the apostrophe for it's proper use and omit it when its not needed.
5. Do not put statements in the negative form.
6. No sentence fragments.
7. Proofread carefully to see if you any word out.
8. Avoid commas, that are not necessary.
9. If you reread your work, you will find on rereading that a great deal of repetition can be avoided by rereading and editing.
10. A writer must not shift your point of view.
11. And don't start a sentence with a conjunction.
12. Don't overuse exclamation marks!!!
13. Place pronouns as close as possible, especially in long sentences, as of ten or more words, to their antecedents.

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14. Always remember to hyphenate only between syllables and avoi-
    d un-necessary hyphens.
15. Write all adverbial forms correct.
16. Don't use contractions in formal writing.
17. Writing carefully, dangling participles must be avoided.
18. It is incumbent on us to avoid archaisms.
19. Steer clear of incorrect forms of verbs that have snuck into the language.
20. Take the bull by the hand and avoid mixed metaphors.
21. Never, ever use repetitive redundancies.
22. Everyone should be careful to use a singular pronoun with singular nouns in their writing.
23. Don't string too many prepositional phrases together unless you are walking through the valley of the shadow of death.
24. Always pick on the correct idiom.
25. Also, avoid awkward or affected alliteration.
26. Last but not least, avoid cliches like the plague; seek viable alternatives.

(from "On Language" by William Safire)

Asher Harris, Beth Berl College

CASH COURSE ON CURRENT USAGE

Sir,

I am sure that readers of the *JOURNAL* will find the following newspaper item of interest:

"The argument about how much grammar should be taught in schools will rage on until there is no more grammar left to teach, or grammarians to teach it. Even educational minimalists, however, can scarcely object to the following short crash course on the use of English, the work of two Americans, Helen Ferril of the *Rocky Mountain News* and Ernest Tucker of a now-defunct Chicago newspaper:

1. Dont use no double negative.
2. Make each pronoun agree with their antecedent.
3. Join clauses good, like a conjunction should.
4. About them sentence fragments.
5. When dangling, watch your participles.
6. Verbs has to agree with their subjects.
7. Just between you and I, case is important too.
8. Don't write run-on sentences they are hard to read.
9. Don't use commas, which aren't necessary.
10. Try to not ever split infinitives.

11. It's important to use your apostrophe's correctly.
12. Proof-read your writing to see if any words out.
13. Correct spelling is esential."

Raquelle Azran, Jerusalem

FIVE-MINUTE ACTIVITIES

Sir,

Five-Minute Activities by Penny Ur and Andrew Wright is an invaluable source of ideas for language teachers. It is a resource book of over 130 short activities for the language classroom: some are well-tried favourites clearly restated, others are new ideas or variations.

The activities are laid out simply in alphabetical order, with sections providing guidance on aims, preparation (if any), and procedure. Sample material, where appropriate, is given in boxes. The contents page and index ensure that you can find any particular activity quickly and easily.

Teachers will find activities which can be used to:

- Help learners to learn or practise particular aspects of language
- Help students and teacher to get to know each other
- Provide a smooth transition between two major parts of a lesson
- Supplement a course book
- Introduce or round off lessons

The activities are designed to combine learning value with interest and enjoyment. Most of them can be adapted to suit classes of different levels of ability, and in many cases there are additional suggestions for variations or extensions of the basic activity. Almost all the activities can be student-led.

Tracy Newton, Cambridge University Press

MARY POPPINS

Sir,

On Monday evening, December 30, 1991, the "curtain" went up on Ulpanat Amit's 3rd annual English musical play. This year's production was Mary Poppins. A cast of twenty students, including students from many different classes, entertained an enthusiastic audience in the auditorium at Ben Gurion University. The applause and compliments of the parents, the smiles and happy comments of the actresses and other teachers all attested to the successful culmination of this year's project.

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The project began this year in September, when the student body was invited to attend a meeting to introduce this year's play. All students were welcome to join in the project — whether to perform, or to prepare scenery, props, programs or costumes. There were no try-outs and no checking with English teachers about the abilities of the students. The students simply signed up and then came enthusiastically to the first rehearsal.

The first few rehearsals were devoted to learning songs and choreography to be performed by the entire cast. The cast began to work together, to get to know one another, and share some laughs. The next step was to read through the script, with parts assigned randomly, so that the students could become familiar with the story. Next, it was time to choose parts. The students were invited to list first and second choices. Every effort was made to assign parts according to first choices. Long parts were divided between 2 or 3 actresses so that more students could participate and so that no one had an unmanageable part.

In the beginning of the project, rehearsals were once a week for a few hours; soon they were held twice a week as the students began to commit their parts to memory and the more intense work of staging and acting could be accomplished. Students worked to prepare props and scenery and the excitement mounted.

On the day of the performance, the combined efforts of the English teaching staff, the students in the cast, and others who helped with scenery, props and costumes all contributed to make the dress rehearsal and performance an experience to remember.

Of course, producing an English musical play is not something you do only to provide many people with a memorable evening. Many educational goals — pedagogical and social — are achieved by working on this project.

First and foremost of the goals is to create an association between English and having fun. In a non-threatening, happy atmosphere (no tests, no grades, no homework), the students experience immersion in English for at least 3 hours a week: instructions in English, conversation in English, singing in English, decision making in English and a very large dose of language. There are no level groups. No student is designated as being better than any other. No one fails.

Clearly, another primary goal is learning English — expanding vocabulary, both active and passive, reinforcing grammatical patterns and sentence structures. As work on the play progresses, students memorize their own parts and come to understand and nearly memorize the parts of the other students as well. This provides an excellent bank from which to draw when students, in their regular English classes, are called upon to produce a certain type of sentence or structure or to understand a new word or passage. Many times, my students, who have participated in a previous play, recognize a sentence, word, or structure in class and say, "Oh yeah, ... like in the play!" — even two years after the play in question!

The play also provides the framework for a very positive group experience. It is an

intense team effort. The students delight in each other's successes and are ready with encouragement and help when a difficulty arises. Competition is surprisingly nonexistent as the students come to realize that each student is essential to the success of the play. There is a lot of group problem solving, group self-evaluating and collective satisfaction when a challenging problem has been solved. (How can we make the note to Mary Poppins disappear? How can we show that the chimney sweeps come down from the rooftops and into the living room in the middle of the scene? etc.)

Finally, the experience of participating in the play is a special experience for each student for varying reasons — a special friendship formed, a creative outlet for a talented actress, singer and/or dancer, a confidence building experience for a quiet or weak student, or a source of great pride as her special audience raves about her wonderful performance or artwork.

In the end, the real proof that our goals were accomplished and that the project was a success was the question voiced by so many students, teachers and parents: "What are we going to put on next year?"

Mitzi Geffen, Beersheba

SUMMER DEBATING WORKSHOP AND THE ETAI CONFERENCE

Sir,

Looking back, it is difficult to believe that it is a month to date since I left your beautiful country, armed with presents from the Summer Debating Workshop in Tel Aviv; yet a few more carefully selected works of Amos Oz and a head swimming with memories of hypnotic dawns and mesmerizing landscape.

Now I can afford a wry smile when I think of my memorable visit to the Hebrew University of Jerusalem on famous Mount Scopus. The impressive sweep of road leading into Jerusalem is one which I travelled many times during my three week stay in Israel and is one with which I became familiar — and fond.

I entered the Lecture room armed with no less than thirty cards onto which I had spilled all my "sophisticated" thoughts on choosing a Debating Team and then coaching it. But to speak on this subject for a full hour would be too dull — too dry — too tediously boring! I would lose the attention of my audience too soon, before I had time to promote the desirability of regular debating practice. Therefore I must inject humour — regale my audience with tales of my long association with Debating and impress upon them its benefits... But what of my Scottish accent!

Surprisingly that met with little difficulty or resistance and after a few humorous introductory comments my audience seemed quite at ease with it.

After that I was quick to gauge the mood of my audience (fifteen years on the

teaching floor has rendered me no mean novice at this) and, accordingly, I abandoned my endless hours spent on preparing a palatable lecture and concentrated on the needs and demands of those present. Sensibly, I recognised that encouragement and enthusiam could be communicated in some other way — after all it is my own grass-roots experience and enthusiastic involvement that occasioned the invitation to Israel — both to the Summer School and to the ETAI Conference in Jerusalem.

Teachers present at the Conference Lecture wanted to familiarise themselves with the basic rules involved in debating and, once a little familiar with these, the approach to Classroom management.

Therefore I went over the setting-up of the Parliamentary-style Debate as this allows a greater number of students to be involved at the same time. The role of the Proposition and that of the Opposition was discussed. The task of the various speakers, dependent on their place at the table, was taken into account and the fact that more often than not a speaker may have to defend a position in which he does not believe was established. In general the discipline of debating was discussed and I reverted to "Talk and Chall" methods to illustrate how the Debate moves across the table. The role of the Chairperson was discussed in some detail. Structure, delivery and style were touched on and Poins of Information (giving and receiving) took up some time. Rebuttal of the opponents' argument was pursued and the feature of opening up the debate to the Floor of the House I strongly recommended for the purpose of involving all members of class.

The fact that a Parliamentary debate can involve twelve or more students as members of the Proposition or Opposition, a Chairperson, Timekeepers and a Floor is an excellent method of encouraging "talk" and improving expression in English.

If I needed any evidence of this, then I certainly found it in the Summer Debating Workshop at the Levinsky Teachers' Training College, where I had spent all of that week and which I had left at lunchtime that day. Those present at the University became quite engrossed whent they heard of the success and astounding number of topics which we had discussed. I found all forty-four students at Tel Aviv very eager to learn and was amazed at the way, within the space of a few days, the gap between those who spoke very little English and had little or no experience of Debating was closed. So much so that two of the shyest, least confident at expressing themselves in Englisl, made so much progress that they each made the Finals of the Debating Competition (held on the Friday — the day following my visit to the ETAI Conference).

It gave me tremendous pleasure to see a number of teachers who were able to accept my short-notice invitation at the last day of the Debating Workshop and stay on till the Finals in the afternoon. (This after extended my talk to 4.25 instead of 4 p.m.!) And those who were able to stay for the Final in the afternoon were amazed to hear that our least confident speaker, at the outset, not only made it to the Finals but was a proud member of the winning team.

Incidentally, I did integrate some of my prepared prize jokes in the guise of flippant

asides — so indeed all was not lost. It would give me great pleasure to be of any future support or assistance.

Alison Cairns, Glasgow, Scotland

PROFICIENCY COURSES FOR IMMIGRANT TEACHERS OF ENGLISH

Sir,

One of the more obvious problems facing non-native-speakers teaching English here is that of proficiency. There is not only the obstacle of fluency, but that of accuracy. Immigrant teachers of English entering the educational system may face the additional problem of self-confidence. Thus it was clear that courses should be devised to remedy this need.

During the Succot vacation four such courses were held for immigrant teachers (13–16 October), at present teaching in the Northern, Central and Tel Aviv areas. They were held at the Ohalo and Western Galilee Colleges while two parallel courses were held at the British Council premises in Tel Aviv.

All of these courses were planned and organised by the staff of the British Council's English Language Institute. Without the enthusiasm of the teachers and the willing support of Malcolm Johnson and Jack Shuldenfrei, these courses would have remained at the wishful thinking stage. Further thanks must be extended to ETAI and the Charles Clore Foundation for their generous support.

The courses, each of which lasted 18 hours, were intensive and demanding. The basic objectives were to improve proficiency, expose the participants to modern colloquial English and improve self-confidence.

There were some 70 participants. One staff member who had been associated with the previous ETAI in-service proficiency courses commented favorably on the high level of English and their motivation.

It is to be hoped that these courses will not be a flash in the pan, a one-off experience, but will be repeated in other centres. In addition, it is to be hoped that finances will be found to guarantee a follow-up to the Succoth project.

A final word of thanks to Julie Strollie, Hana Albalak, Janet Ohana and Yehudit Od-Cohen, who had both the patience and perseverance to contact and gather in the various course members at an inconvenient time and without much prior warning. They have set an example for these immigrant teachers to follow in their own classroom.

Ephraim Weintroub
National Counsellor for Immigrant Teachers of English

CONFERENCE ANNOUNCEMENTS

1993

■ **Linguistic Society of America, Annual Conference**
7–10 January 1993, Los Angeles California, USA
Details from: Mary Niebuhr, 1325 18th St., N.W. Washington DC, USA

■ **American Association of Applied Linguistics, Annual Meeting**
9–12 April 1933, Atlanta, Georgia, USA
Details from: AAAL, POB 24083, Oklahoma City, Oklahoma, USA

■ **Teachers of English to Speakers of Other Languages, Annual Meeting**
Theme: "Designing Our World"
9–18 April 1993, Atlanta, Georgia, USA
Details from: TESOL, 1600 Cameron St., Suite 300, Alexandra, Virginia, USA

■ **English Teachers' Association of Israel, Spring Conferences**
April 1933, Haifa and Beersheba
Details from: ETAI, POB 7663, Jerusalem

■ **Regional English Language Centre, Seminar**
19–21 April 1933, Singapore
Theme: "Language for Specific Purposes: Problems and Prospects"
Details from: RELC, 30 Orange Grove Rd., Singapore

■ **International Reading Association, Annual Conference**
26–30 April 1993, San Antonio, Texas, USA
Details from: IRA, POB 8139, Newark, Delaware, USA

■ **Congress on Problems of Teaching Modern Hebrew**
29 June – 1 July 1933, Jerusalem
Details from: Ben-Zion Fischler, Council for the Teaching of Hebrew, POB 7413, Jerusalem

■ **English Teachers' Association of Israel, 3rd International Jerusalem Conference**
11–14 July 1933, Hebrew University of Jerusalem
Details from: ETAI, POB 7663, Jerusalem

■ **International Pragmatics Association, 4th International Conference**
25–30 July 1993, Kobe, Japan
Details from: Conference Secretariat, c/o Kensei Sugayama, Dept. of English, Kobe University of Foreign Studies, 9-1 Gakuen-higashi-machi, Nishi-ku, Kobe 651-21, Japan

■ **International Association of Applied Linguistics, 10th World Congress**
8–15 August, 1933, Amsterdam, The Netherlands
Theme: "Language in a Multicultural Society"
Details from: Johann Matter, Vrije Universiteit, Faculteit der Letteren, Postbus 7161, NL-1007 MC Amsterdam

NOT A SACRED TEXT:

השימוש בעתון בלמוד אנגלית, כאתגר וכהזדמנות להתמודד עם בעיות אקטואליות.

TEACHING TRANSLATION:

בחינת בגרות במיומנויות התרגום תשנ"ב, ו"נושא שנתי" בבית ספר יסודי על "מלים באנגלית הנגזרות מעברית".

LETTERS TO THE EDITOR:

מכתבים למערכת על: פנחס בכלר ז"ל, בחינות הבגרות תשנ"ב, סדנה לשיג ושיח, "מחזמר" בלמוד, שגיאות נפוצות מאד, סיפורה של מורה עולה מברה"מ, קורס למורים עולים.

עלון למורים לאנגלית, מס' 45, כסלו תשנ"ג, דצמבר 1992

תמצית המאמרים המופיעים בגליון הזה:

INFORMATION FOR ENGLISH TEACHERS:
בגרות מודולרית – יחידה אחת, ועוד בחינת השלמה שתי יחידות; קורסים למורים עולים חדשים; פרויקט לכיתה ההטרוגנית; הנחיות לנבחני בגרות דיסלקסיים; מינוי מפקחים חדשים; שיתוף פעולה בין הפיקוח על אנגלית לבין האגף לרווחה; רשיונות הוראה ל"מיומנויות התרגום"; שיג ושיח; ספרי לימוד חדשים.

ANNOUNCEMENTS FOR BAGRUT TEACHERS:
בחינת בגרות בהבנת הנשמע תשנ"ב.

NEWS FROM E.T.A.I:
חדשות מאגודת המורים לאנגלית – תכנית הועידה הארצית 1992, תמציות ההרצאות והסדנאות שבועידות אחרונות.

CLASSROOM RESEARCH:
המורה לאנגלית כחוקר בכיתתו בסוגיות הקשורות ללמידת שפה זרה.

A WELCOME PLENITUDE:
סיפרי לימוד להוראה אנגלית בישראל היום ולקראת שנת 2000.

TEACHING WEAK LEARNERS:
בעיות הכרוכות בהוראת שפה זרה לתלמידים מתקשים. דו"ח מסדנה.

WORKING WITH NEW TEACHERS:
התכנית "ליווי בקליטת מורים חדשים" באוניברסיטת חיפה.

THE ORAL EXAM:
הכנת תלמידים לבחינות בגרות בע"פ, כאמצעי להכין אותם גם לבחינת בגרות בכתב.

A TRI-LINGUAL SITUATION:
בעיות בהוראת אנגלית באוניברסיטת חיפה לסטודנטים אשר לגביהם האנגלית היא השפה השלישית (ערבים ורוסים).

EXTENSIVE READING:
רשימת "מקראות" באנגלית מפורטת, לכיתות ז'-ט'.

TEACHING THROUGH MEETING:
גישה בהוראת אנגלית אשר מדגישה קשר ישיר עם התלמיד, במודל של בובר ושל הפסיכולוגיה של "גסטלט".

TEACHING NATIVE SPEAKERS:
בעיות והנחיות בהוראת אנגלית ל"דוברי אנגלית".

THE CO-EXISTENCE DAISY:
תרומת מכללת בית ברל לדו קיום בין יהודים וערבים, בעבודתה של המחלקה לאנגלית והמורים לאנגלית במחלקה ובסמינר למורים ערבים במקום.

משרד החינוך והתרבות
המזכירות הפדגוגית – הפיקוח על הוראת האנגלית

עלון למורים לאנגלית

(כולל "דפי הדרכה לאנגלית")

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משרד החינוך והתרבות

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(כולל ידני הדרכה למורים לאנגלית)